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ABSTRACT

The teacher's handbook provides goals, objectives, and teaching strategies helpful to elementary teachers in supplementing existing law-related curriculum materials in the social studies classroom. Intended as a means of actively involving students in a study of law, the first section presents 17 lesson plans for use in grades K-2. Topics include enforcement of laws, justice in the courts, laws as social controls, human variability, property rights, fairness, rules, and diversity. The second section provides 34 plans for use in grades 3-5. Topics include responsibility, fairness, bicycle safety, honesty versus stealing, the need for rules, settling disputes, and the juvenile justice system. The third section presents six lesson plans for use in grades 3-5 developed by secondary school students trained by the program. Topics are law and values, leadership, functions of rules and law, rule making, freedom of speech, and justice. For each topic in Sections I-III, the following information is given: time, materials required, rationale, content, objectives, procedures, evaluation, and assignments. The lesson plans focus on the following teaching strategies: class discussion, story reading, art work, case studies, slide shows, role playing, partner and group work, and class visitations. A materials evaluation inquiry is included. (Author/DB)

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INVOLVEMENT

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A PRACTICAL HANDBOOK FOR TEACHERS

ON LAW-RELATED METHODOLOGIES

Law-Related Education Program

for the Schools of Maryland

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JULY, 1976

Produced under the Auspices of the Maryland State Bar Association

In this publication, great care has been taken to avoid sexual stereotyping and to acknowledge each individual's character and rights. Gramatically, standard English usage has been followed, with the masculine pronoun used to refer to singular antecedents.

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TABLE OF CONTENTS

Preface v
Introduction vi
Goal vii
Governor's Commission Training and Education Committee ix
Law Related Education Program Advisory Committee x
Notes from the Maryland State Bar Association . . . . . xi-xii
Maryland State Board of Education xiii
The Case Study Approach 1
Adversary Approach 2
Simulation Approach 3
Panel Discussion Approach 5
Resource Person Approach 6
Mock Trial Approach 8
Role Playing Approach 10
Socratic Dialogue Approach 12
Debate Approach 13
Brainstorming Approach 15
Jurisprudential Approach 17
Moral Development Approach 18

LESSON PLANS:

Elementary – Primary Lesson Plans 1-1
Elementary – Intermediate Lesson Plans 2-1

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PREFACE

If the Constitution and the Bill of Rights were put to a vote today, pollsters tell us they would not be adopted. Indeed, one survey found that "many people not only did not recognize the Bill of Rights, but, without the benefit of its title, described it as 'Communist propaganda.'" A poll conducted by the Education Commission of the States reveals that almost half of the 17-year-olds queried did not understand the principle underlying the Supreme Court's decision to ban prayer in the schools. Without an adequate understanding of the legal system American youth cannot be effective citizens. However, if the laboratory for learning is the traditional Civics classroom, and if our own recollections of the effectiveness of rote is to serve as a guide, we can look forward to a future citizenry as uninformed, cynical, and nonanalytical as the present generation.

For this reason, Peter Bensinger, former Executive Director of the Chicago Crime Commission, concluded that "the school is the place to start to deal with delinquency. The home and the school together represent our greatest major resources for learning and for education." This statement was reinforced by Richard W. Velde, Administrator of the LEAA when he said "Such education (law related) is a vital response to a growing crisis in our society, not just a "nice" thing to do. Misapprehensions concerning the law that are held by our young people can be corrected by modified school curriculums."

On Monday, February 16, 1976 in Washington, in remarks before the National Association of Secondary School Principals, President Gerald Ford in support of law-related education, made the following statement:

> "Today we are faced with another urgent program or problem in our Nations' development."
>
> "It is apparent that many citizens are uninformed or, worse, unconcerned about the workings of the Government and the execution of their laws. Young people, in particular, appear cynical and alienated from our Government and our legal system. Too many Americans see the law as a threat rather than as a protection. Too few have been taught to understand the way laws are created and administered and peacefully changes."
>
> "In 1971, the American Political Science Association reported that courses presented in this area are naive, and use a romanticized approach. The American Bar Association found civic students to be widely alienated by platitudes and chauvinism and the methods of learning by rote."
>
> "We cannot perpetuate our value system merely by telling our children that it is good. We can only assure its future by educating our children to admire its strengths, correct its faults and to participate effectively as citizens as they mature and become a part of our active adult society. Only then will they understand why our social values are worth preserving even though much in our society has changed. Only then will they understand why we still hold these truths to be self-evident."

INTRODUCTION

During the past year, one-hundred and fifty kindergarten through twelfth grade teachers and administrators participated in Law-Related Education workshops. There were also twelve high school juniors involved in the training aspect of the program. These teachers and students were asked to develop lesson plans that could be used in their own classes and in the classes of other teachers who were interested in implementing them. After much writing, re-writing, revising and editing, this book is the culmination of those workshops.

Ideally, of course, it would be far more effective to have every kindergarten through grade five teacher and every social studies teacher participate in a law-related education workshop. This is certainly a high goal to which the staff of this program is dedicated to accomplishing. Yet, the reality is that in all probability it will be impossible to achieve. This book you have received is the alternative to this training.

We feel that this tool in the hands of a competent teacher can lead to many useful classroom hours of law-related activities. Many classroom teachers have spent a good deal of their time and energy developing workable classroom plans that can be adapted to a variety of situations.

This volume does not pretend to nor wish to replace any curriculum now being utilized in any local education district. Rather, it is seen as a supplement to activities and lessons you are more than likely already teaching your students.

We see the *Involvement* book strictly as an enrichment to existing curriculum materials.

The format of the *Involvement* book in Volume I and Volume II are exactly the same, except Volume I deals with elementary school focused lessons and Volume II focuses in on secondary classrooms. In each volume, the Law-Related Education Program's goals and objectives are followed by a series of teaching strategies culled from a wide variety of sources, and many original techniques never before in print.

The Elementary (Volume I) lessons plans are separated into three sections. The first section is devoted to primary lessons (K-2). The second part deals with plans developed for the intermediate grades (3-5). And, the final section are those plans developed by secondary school students, trained by the program, to be utilized in grades three through five.

VOLUME II (Secondary level) is broken down into two parts. The first has a middle school (6-8) focus, and the second devotes itself to high school (9-12) lessons plans.

If this handbook becomes useful to classroom teachers in implementing law-related studies, then the Maryland State Bar Association will feel it has served its purposes in publishing these volumes. The only true measure of this success is that you, the classroom instructor, use it.

THE LAW-RELATED EDUCATION PROGRAM FOR THE SCHOOLS OF MARYLAND

GOAL

The Maryland State Department of Education and Maryland State Bar Association, in cooperation with local education agencies, are desirous of implementing a law-related education program designed to improve teachers' and students' knowledge and understanding of the fundamental principles of law and legal processes of the justice system, thereby fostering a more constructive attitude toward the role of law, lawyers, law enforcement, courts and the correctional system in the American Democratic society.

OBJECTIVES

A. Participants and students will analyze the functions of the legal justice system in a free society based on the rule of law and develop supplementary teaching units for use in new and existing programs.

To facilitate the attainment of this objective, the project will:

1. Develop community support and assistance through the cooperative involvement of bar and barristers' associations, law enforcement agencies, the courts, community groups, and professor of law, political science and other social sciences from logal colleges and universities in prevention of juvenile delinquency.
2. Provide classroom teachers with training in substantive law and related classroom strategies.
3. Assist classroom teachers in developing a legal justice personnel resource and visitation program.
4. Work cooperatively with the Maryland State Department of Juvenile Services in order to demonstrate that juvenile offenders have an increased knowledge of their basic legal rights over a period of three years.
5. Involve high school students in a summer workshop by working with legal services persons for the purpose of engaging in peer teaching projects and teacher training demonstrations.
6. Publish and disseminate to school systems in the state of Maryland a manual of law-related teaching strategies and a series of instructional plans suitable for integration into existing social studies curricular programs.
7. Refine, field test and publish curriculum materials related to the juvenile and criminal justice system and local Boards of Education students' rights and responsibilities documents in order to assist local education agencies in integrating these topics into their established programs.

B. Participants and students will increase their substantive knowledge of the legal, political and educational institutions of our constitutional democracy and of the fundamental values, processes and principles on which they are based.

To facilitate the attainment of this objective, the project will:

1. Involve criminal justice personnel in workshops to inform classroom teachers about the justice system in practice.
2. Introduce educators to the rationale and goals of law-related education and solicit their involvement in the activities of the project.
3. Expose educators to both the theory and practice of law-related education through awareness conferences.
4. Implement a workshop program for teachers, administrators and students, designed to give them the knowledge and skills necessary to implement law studies in the schools.
5. Employ an evaluation document designed to assess levels of knowledge of the legal system prior to and after instruction.

C. Participants and students will exhibit an increased awareness of the role of a citizen in our constitutional democracy, including an understanding of, and commitment to, the exercise of the rights, privileges, and responsibilities of citizens.

To facilitate the attainment of the objective, this project will:

1. Implement a workshop program for teachers, administrators and students designed to foster a more constructive attitude toward the justice system in America.
2. Employ an attitudinal survey designed to assess changes in attitudes as a result of involvement in the activities of the project.
3. Implement studies of legal and political education for students from kindergarten through twelfth grade, keyed to such concepts as freedom, authority, criminal justice, juvenile justice, privacy, property rights, and responsibility.

D. Participants will increasingly employ jurisprudential instructional methods to facilitate pupil understanding of democratic processes and procedures as a preventative to juvenile delinquency.

To facilitate the attainment of this objective, the project will:

1. Develop the following teacher competencies:
   a. Questioning tactics (Socratic method)
   b. Individualization of instructional techniques
   c. Role-playing, simulation and debriefing techniques
   d. Application of inquiry and jurisprudential techniques
   e. Utilization of case study approach
   f. Utilization of attitudinal assessment devices
   g. Organization of debriefing of field trip experiences
2. Facilitate development of means of integrating law-related activities into the existing K-12 program (curriculum)
3. Involve participants in instructional activities which could be used in elementary and secondary classrooms.
4. Enable participants to increase their knowledge of law-related materials and promote their use through the creation of a loan system by the Law-Related Education project.
5. Require the development of supplementary curriculum materials related to the law.
6. Foster follow-up teaching activities by asking workshop participants to sign a contract stating that an established amount of time (ex., 60 hours) be devoted to law-related activities during a specified time period.
7. Employ an assessment device designed to measure teachers' use of instructional strategies such as role-playing, and inquiry, and case studies.

GOVERNOR'S COMMISSION ON LAW ENFORCEMENT AND ADMINISTRATION OF JUSTICE

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x

Dear Educator:

We are very pleased to make available to you the following hardbook. This publication should be a source of great pride for Maryland educators and lawyers, as it is clearly the product of a coordinated effort and we believe it to be a most useful tool. It has been developed to serve as a beginning in the law education effort in the State of Maryland. We sincerely hope that the handbook will be a useful and important asset to you in your teaching endeavors.

The Maryland State Bar Association, through its Citizen's Advisory Committee for Law-Related Education, which we have had the privilege of chairing, wishes to thank the many teachers, administrators, members of the Young Lawyers section and the staff of the Law-Related Education Project for their efforts in writing, revising and bringing Involvement to publication.

For the Citizen's Special Advisory
Committee for Law Related Education

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November 17, 1976

The Maryland State Bar Association fully supports the fine efforts being made today to educate our youthful citizens in the role of the law in our society. It is in this spirit that we hope our contribution in providing for the publication of this volume of INVOLVEMENT will be a useful aid to classroom teachers in instructing their students in the law.

We strongly feel that this book symbolizes what can be accomplished if attorneys and educators work together to help create a more informed and knowledgeable citizenry.

James H. Cook
President

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ACKNOWLEDGMENTS

The Law-Related Education Program for the Schools of Maryland would like to extend a special tribute to Joan Baraloto and Lilian Martin, for their fine professional editing of this handbook.

A special thanks is also given to Patricia Burke, Judy De Berry, Linda Smith and Joan Spencer who typed (and re-typed) this book.

A NOTE FROM THE STAFF

As noted in the title, this handbook was created by the Law-Related Education Program for the purpose of assisting teachers in actively involving students, lawyers, judges, police and other community resource people in the study of law-related topics in the schools of Maryland.

Hopefully this will be the beginning of the "new" civics instruction in our state, one in which students will become active participants in a relevant and exciting study of the institutions that permeate their daily lives from birth to death.

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ELEMENTARY

LESSON PLANS

PRIMARY GRADES

LESSON PLANS

Why Law Day?

In and of itself, Law Day is a fine idea, but we feel that studying about the law is far too important to be contrived as an annual event. Learning about the law should be an on-going part of a students education. To this end, the following lesson plans have been developed by classroom teachers for their students and for other teachers who are willing to adapt them for their own use.

We suggest that you look at these lesson plans as ideas that could be incorporated into your present program, not added on or "covered" during the school year. Ask yourself "Where does law-education naturally fit in?" We believe you will not have to search too long to find that you are already doing many law-related lessons, and hopefully, this volume will assist you in enriching and improving your classroom lessons.

Replication of these lesson plans may be made without permission, provided proper credit is given. Please use the credit line below.

Reprinted from Involvement: A Practical Handbook for Teachers on Law-Related Methodologies, edited by Donald Vetter and Gerard Paradis of the Law-Related Education Program for the Schools of Maryland, Westminster, Maryland, copyright, 1976.

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Topic: ENFORCEMENT OF LAWS

Time: 5 class periods

Materials: *Piaget and Moral Judgment* and *"On Justice"** Lessons, Law in a Free Society.

Rationale: To help students understand from the relationships of cause/effect and to illustrate fair and unfair punishments for rule-breaking.

Content: The teacher reads, a story to the students from the book *Piaget and Moral Judgment,* (sample attached). The students discuss the problem presented in the story and ways of solving the problem. Fair and unfair punishments and issues of causes and effects are discussed.

Objectives: At the end of this lesson, students should be able to:

1. Compare two dilemmas in terms of causes and effects.
2. Discuss a rationale for punishments.
3. Discuss ways of treating people who have caused problems or been inconsiderate of others.

Procedures:

DAY ONE:

1. The teacher presents the words punishment and enforcement. Students discuss the idea that punishment is sometimes a way of enforcing laws and different types of punishments for doing wrong at home, school, and community.

2. The teacher reads the story on page 122 from the book *The Moral Judgment of the Child* (attached). Students discuss:
   1. Which father is more fair?
   2. If you were the father what would you do?
   3. Which boy won't steal the paper again?
   4. Which one will give the pen back?

DAY TWO:

Students illustrate story IA and IB on the halves of drawing paper.

1. Students brainstorm as many situations as possible where punishments are given for infractions of the law.
2. Teacher divides class into groups suggested by brainstorming to role play situations.
3. Students discuss role playing:
   a. How did you feel as the enforcer of the rule?
   b. How did you feel as the lawbraker?
   c. Was the punishment "just" for the law broken?
   d. Have there been times when you felt that you were punished too harshly? Explain.

DAY THREE:

The teacher reads the story, "The Little Red Hen," and presents the lesson on page three in the lesson, "On Justice."* (The Red Hen punished the other animals by not sharing her bread with them.) The children discuss the reasons for the punishment and whether it was fair or unfair. They also discuss the issue: should the Red Hen have made a law about helping in order for the animals to realize that they would not be able to share the bread?

DAY FOUR:

Teacher reads story II from *The Moral Judgment of the Child.* The children discuss the fact that one child broke 15 cups accidentally while the other one broke only one jar of jam, knowing he was not supposed to get things he couldn't reach. Children discuss cause and effect aspects of both situations.

Evaluation: *DAY FIVE:*

1. Teacher gives small groups the open-ended stories (e.g., those available from ABA) to discuss as cause/effect.
2. Students and teacher draw up chalkboard chart of cause/effect based on classroom situations.
3. Class lists reasons for punishments.
4. Teacher and class illustrate classroom rule infractions as international road signs. (Draw infraction and place a wide bar across it as example attached.) Appropriate punishments are written on the back.

Assignment: Students complete and discuss open-ended questions such as:

a. I was sorry when . . .
b. I was punished when . . .
c. It is unfair to . . .

*"On Justice", a handbook of the Law in a Free Society Project; Charles N. Quigley, Executive Director, 1972.

The Moral Judgment of the Child* – *By Jean Piaget (page 122)*

A.

"A boy was playing in his room, while his daddy was working in town. After a little while the boy thought he would like to draw. But he had no paper. Then he rememberd that there was some lovely white sheets of paper in one of the drawers of his father's desk. So he went quite quietly to look for them. He found them and took them away. When the father came home he found that his desk was untidy and finally discovered that someone had stolen his paper. He went straight into the boy's room, and there he was the floor covered with sheets of paper that were all scribbled over with coloured chalk. Then the father was very angry and gave his boy a good whipping.

B.

Now I shall tell you a story that is nearly the same, but not quite (the story is repeated shortly, except for the last sentence). Only it ends up differently. The father did not punish him. He just explained to him that it wasn't right. He said, "When you're not at home, when you've gone to school, if I were to go and take your toys, you wouldn't like it. So when I'm not there you mustn't go and take my paper either. It is not nice for me. It isn't right to do that."

Now a few days later these two boys were each of them playing in their garden. The boy who had been punished was in his garden, and the one who had not been punished was in his garden. And then each of them found a pencil. It was their fathers' pencil. Then each of them remembered that his father had said that he had lost his pencil in the street and that it was a pity because he wouldn't be able to find it again. So then they thought that if they were able to steal the pencil, no one would never know, and there would be no punishment. "Well now, one of the boys kept the pencil for himself, and the other took it back to his father. Guess which one took it back – the one who had been well punished for having taken the paper or the one who was only talked to?"

Story II *(page 122)*

A.

A little boy who is called John is in his room. He is called to dinner. He goes into the dining room. But behind the door there was a chair, and on the chair there was a tray with fifteen cups on it. John couldn't have known that there was all this behind the door. He goes in, the door knocks against the tray, bang go the fifteen cups and they all got broken.

B.

Once there was a little boy whose name was Henry. One day when his mother was out, he was very hungry so he tried to get some jam out of the cupboard, although he had been told not to get things he can not reach. He climbed up on to a chair and stretched out his arm. But the jam was too high up and he couldn't reach it and have any. But while he was trying to get it he knocked over a cup. The cup fell down and broke.

*The Moral Judgement of the Child, by Jean Piaget, Free Press, 1932

Topic: JUSTICE IN THE COURT

Time: 3 class periods

Materials: Magazine pictures of activity scenes involving people.

Rationale: To help students understand the difference between fact and inference.

Content: The children distinguish between fact and opinion using partially covered pictures. They role-play a courtroom situation where one child states a defendant's position; the second, the plaintiff's position; and the third, the judge's.

Procedures:

DAY ONE:

1. The teacher presents the words, *facts* and *opinions,* to the class. They discuss the meanings of both words.

2. The teacher shows a picture with a section of it covered by a piece of paper to the class. The class states *facts* about that picture. Then the class offers *opinions* about the covered part of the picture. Finally, the teacher uncovers the total picture and the class discuss whether their opinions were correct.

DAY TWO:

The teacher divides the class into groups of three. One of the three is appointed judge; another, defendant; and another, plaintiff. Each group is given a case where a decision of justice needs to be made. The plaintiff gives the facts and opinions of his problem. The defendant gives the facts of his problem. The judge gives his decision and justifies that decision based on the facts and opinions presented by the plaintiff and defendant.

Examples:

A. John lends Ned his favorite red crayon. Ned accidentially breaks the crayon. John tells Ned that he must replace it. Ned refused. John brings Ned to court.

B. Mr. Smith is Mary's teacher. He gave Mary's class a homework assignment that was due the next day. That evening, Mary's family went to dinner at the Mall. By the time they got home, it was Mary's bedtime. The next day Mr. Smith punished Mary because her homework was not done. Mary took Mr. Smith to court.

Evaluation:

DAY THREE:

1. Each child selects a magazine picture, mounts it and covers half of it. Each child trades pictures three times, each time stating one fact about the picture and making one inference.
2. Students listen to tapes of their role-playing the courtroom situations. Each student makes a "fair" judgment of a case and justifies the judgment.

Topic: RULES: LAWS AS SOCIAL CONTROLS

Time: Four class periods

Materials: *Social Sciences Concepts and Values,* Harcourt, Brace.* Lessons four and eight Unit Four, "The Rules We Make"
Slides taken on the school playground
Chart paper
Magic markers
Manila paper
Crayons and sentence strips

Resource People: School principal

Rationale: In a democracy the citizens help make the laws (rules). Rules provide a basis for preventing and settling disputes, rules help to protect people's safety, and help to determine the behavior of individuals.

Content: After a question and answer period with the principal, on school rules, students view slides taken on the school playground during the first weeks of school. They decide whether a rule is needed in each situation, make up rules to go with the specific slides, and state why that rule is necessary. Students also decide what might happen if the rule were not followed. The students then role play or draw pictures to illustrate playground rules.

Objectives: At the end of this lesson, students should be able to:

1. Begin to show respect for authority (the principal).
2. Infer needed rules from observed situations.
3. State or create a rule for a certain situations.
4. Discuss and explain reasons for a rule.
5. Predict what might happen in certain situations if there were no rules.
6. Show an understanding and application of rules for acceptable behavior by illustrating safe behavior on the playground.
7. Begin to reason more clearly about problems or conflicts that arise in their own environment.
8. Begin to think for themselves and be responsible for their own control.

Procedures:

A. Teacher follows lessons four and eight in Unit Four, "The Rules We Make" in the book *Social Sciences: Concepts and Values,* Harcourt Brace, using the activities and discussion of the authorities in the students' lives who make and enforce rules (parents and teachers). Students discuss rules in school. The teacher asks, "Who could tell us more about school rules?" And decides (with children) to invite the principal into the group.
*Break here if necessary.

B. Principal discusses rules and reasons for rules (Teacher might ask-first if anyone knows any school rules, and ask questions to guide discussion of known rules. Principal can mention that other rules, such as class rules, must not conflict with existing school policy and rules. The principal may answer students' questions.)
*Break here if necessary – Review if needed before beginning next part.

*Harcourt Brace Javanovich, Inc..

C. Teacher asks the following questions before showing slides:
   1. Do you think the rules mentioned by the principal help us to work more safely and orderly in school? Why?
   2. Is there another place that we go during the day to play?
   3. What could we do to let other students know how we expect them to act on the playground?
   4. Who is responsible for playground behavior? (the teacher, the students)
   5. What are their responsibilities?
   6. Who could write playground rules?

   Teacher helps class understand that the rules written by people who have to obey them are usually more fair rules, that the rules will help to make the playground a safer place, and that they will form a basis for avoiding and settling disputes.

D. Teacher shows slides that have been taken during the beginning weeks of school. Some of these slides will show good social interaction; others will show unacceptable social behavior. Students discuss the situations where children are acting in a way that does *not* cause social conflict as well as those where rules are needed.

   Suggested questions:
   1. What is happening? Do you think these people are acting safely? Why?
   2. What do you think needs to be done? Why?
   3. What rule would you make? Why?
   4. Why is that a good rule?
   5. How might that rule help? What do other students think?

   Teacher involves the group in these questions and answers to facilitate creating rules. As the students state rules, the teacher lists them on chart paper in front of group.
   * Break here if necessary.

E. Teacher re-reads the list of rules made by the group. The group votes for playground rules (laws) that would work to benefit everyone in the group. (To make this activity more meaningful, the students could role play, with the principal taking the part of a child if he/she is willing. What might happen if they didn't have a given rule?)

F. After the rules have been finalized and voted upon, the students draw pictures to illustrate one of the playground rules. The teacher circulates among the students, printing each rule on a sentence strip to go with the illustration to assure that each student has a specific rule in mind and that he can state the rule and tell why it is necessary.

Evaluation: In addition to the sharing and discussion of the illustrations and accompanying rules, the teacher can observe any changes in playground behavior which show that the students understand and are abiding by the rules that the group has voted upon. The rules may be modified and the list expanded.

Assignment:
1. The children participate in classroom rule making whenever a problem arises.
2. Students tour the school building to notice any signs stating rules or any places the students have learned that rules apply.
3. Students view a film based on the theme of playground safety. They discuss how their rules compare with those in the film.
   ex: *Let's Be Good Citizens at Play,* eight minutes, Gateway.
4. The class writes the principal a thank you letter.
5. Teacher follows the activities in lessons six, Unit four, Harcourt Brace Javanovich, Inc., Concepts and Values; if additional material is needed.

Topic: HUMAN VARIABILITY

Topical Question: How are sex stereotypes imposed on individuals which restrict the games, toys, and people with whom they play?

Time: 1 - 2 class periods.

Materials: *Free to Be . . . You and Me,* "Boy Meets Girl", page 24, by Peter Stone and Carl Reiner, Ms. Foundation Project, McGraw Hill Book Co., New York.
or
(Record of the same title.), phonograph, two hand puppets, story charts, and paper.

Rationale: To explain the fallibility of sex stereotypes and the importance of individuals "being themselves."

Content: The story, "Boy Meets Girl," launches a discussion about games children like to play, toys children play with, and people they choose for friends. This is a humorous dialogue between two babies in a hospital nursery. Each one is trying to prove he/she is a boy/girl, respectively by using stereotypes to define who he/she is. Ex. *Deep voice:* What do you want to be when you grow up? *High voice:* A fireman. *Deep voice:* What did I tell you?

Objectives: At the end of this lesson, students should be able to:
1. Recognize that stereotypes aren't necessarily true.
2. Become aware of what they *can* be, not "who they should or ought to be."
3. Realize that groups are different and individuals within the group are different.

Procedures: *DAY ONE:*
1. Teacher either reads the story or plays the recording of "Boy Meets Girl."
2. Teacher uses hand puppets to pantomime the story, being careful to dress the puppets in a manner which doesn't denote their sex.
3. At the conclusion of the story the teacher asks the following types of questions to launch a lively discussion:
   a. Were you surprised at the ending? Why?
   b. What made you think one baby was a girl and the other was a boy?
   c. Why did you think this?
   d. Do you know of any girls who like to: climb trees, play baseball, play with hammers and nails? Do any of you?
   e. Do you know of any boys who like to jump rope, play with dolls or cuddly animals, or cook? Do any of you? (Teacher can make a statement as to their preferences of activities that would be considered opposite sex activities).
      Ex. Woman teacher – I like to wallpaper.
      Male teacher – I like to cook.

DAY TWO:
1. Using two charts, one labeled *Boys* and the other labeled *Girls,* the class lists activities and characteristics that are stereotypes for their sex.
   Example:

Boys	Girls
strong	cry
serious	silly
like sports	play with dolls
work	stay at home
policeman	nurses

2. Teacher asks questions that will bring out that there are girls who are strong, serious, like sports, work and are police "persons." Do the same thing for the other chart. Are there any boys who . . . ? Do you know of girls who are . . . ?

3. Teacher discusses with the class whether they think they should change the titles on the charts. Get suggestions: "people," "Children," etc.

DAY THREE:

1. Students draw some things they like to do and share their pictures with the class.

2. The teacher makes a "doing" chart for the class, naming each child. Eg., Mary likes to . . . , Bill plays . . .,, Sam wants to be a . . . , when he grows up.

3. The teacher plays the song, "Free to be . . . You and Me." Music by Stephen Lawrence, Lyrics by Bruce Hart.

DAY FOUR:

1. Students write experience stories;
   "When I grow up, I would like to be . . . "
   "I like to play . . . "
   (These can be on story paper and the children can illustrate the story in the space above their story.)

DAY FIVE:

1. The teacher divides into groups of girls and boys.
   The situation: Boys don't want girls to play Little League baseball and the girls want to play. Each side is stubborn. The girls explain why they want to play and how they feel. The boys give their reasons. The class talks about fairness and tries to reach a fair decision.

2. The students listen to the story, "Ladies First" by Shel Silverstein adapated by Mary Rogers, page 39, *Born to Be . . . You and Me.*

3. Students dramatize with a play or with puppets the story, "The South Paw," page 71, *Born to Be . . . You and Me.*
   (Good follow-up to roleplaying about Little League.)

Evaluation:

1. Teacher presents several common stereotypes to the students. They explain specifically why the stereotypes may be untrue.

2. Each child lists his strengths. Using that list, the class suggests career choices for each child.

Topic: PROPERTY RIGHTS

Topical Question: Who has the Right To Claim Ownership?

Time: 1 class period

Materials: Filmstrip projector, cassette player, Guidance Associates Sound Filmstrips, "But it isn't Yours!"*

Rationale: To help the children through similar ownership situations in their own lives.

Content: Two sisters find a discarded bike in the basement. (The older brother had given the bike to the younger brother on the condition that he fix it. It was not fixed, so the older brother told the two girls they could fix the bike, which they did, and they started to ride the bike. The younger brother learns what has happened and claims that he owns the bike and that it does not belong to the girls. Who owns the bike? The class has to decide that.

Objective: At the end of this lesson, students should be able to:

1. Express verbally their opinions of the situation presented in the film.
2. Come to a fair decision.
3. Give an oral definition of "fairness."
4. Offer alternatives to the situation if a clear-cut decision cannot be decided.
5. Illustrate a similar situation they have experienced.

Procedures:

1. Teacher presents Unit Two – Lesson Six prior to the filmstrip from *Social Science Concepts and Values,* Harcourt, Brace.
2. Teacher leads a short discussion on the meaning of "fairness."
3. Class views the filmstrip, "But It Isn't Yours.!"
4. The teacher gives the class a few minutes to think over the events of the film and then asks for volunteers to role play the characters in the film.
5. Students add an ending to the story and the role-playing can be done several times when there are several different opinions as to how the story should end.
6. After all role playing is complete, the class tries to come to a solution or some alternate solutions.

Evaluation: Teacher observation

Assignment: Students draw a picture story about a similar situation that occurred at home or at school.

*"*But It Isn't Yours*" First Things: Values, Series, Guidance Associates, 1972.

Topic: FAIRNESS

Topical Question: Individuals and groups may be different from other individuals and groups. What are some of the advantages and disadvantages of being different?

Time: 1 - 6 class periods

Materials: "The Ugly Duckling," Film,* or story by Hans Christian Anderson. Also magazines, scissors, paste, and construction paper.

Rationale: To foster understanding or the problems and advantages of being different.

Content: Group activity launches methods of observation that infer that groups are different from other groups, that there are differences and similarities in the features of people who make up these groups, and that these differences have advantages and disadvantages. "The Ugly Duckling" develops the concept that difference in itself is not bad. Follow-up Activities reinforce that there is diversity among groups and individuals.

Objectives: At the end of the lesson, students should be able to:

1. Identify and analyze differences of people in groups.
2. Infer that differences have advantages and disadvantages.
3. Realize that there are fair and unfair ways of treating others who are different.
4. Begin to recognize and become aware of qualities they like in friends.

Procedures: *DAY ONE:*

A. Teacher introduces the lesson by dividing the class into small groups with one child in the group having a marked difference from the others. Suggestions:
   1. One group of boys except one girl.
   2. All girls except one boy.
   3. Everyone in pants except a girl in a dress.
   4. All blue-eyed except one.
   5. All short except one.

B. The children observe each other to discover which child is different from the others in the group. In what way(s) are they different? How are they alike?

C. Teacher says, "Today we are going to see (listen to) a story about someone who is different from the group and how he felt about being different."

D. Teacher shows the film (or reads) "The Ugly Duckling" and stops the film.

   1. When he was hatched, was the Ugly Duckling like the other ducks in some ways? How was he different?
   2. When the ducks make fun of the Ugly Duckling:
      a. How do you think the Ugly Duckling feels?
      b. Why do you think the other ducks thought he was ugly?
      c. Has anyone ever made fun of you?
      d. Think about how you felt.
   3. When the Ugly Duckling sees the swans and is afraid to go near them:
      a. Do you think the swans would have thought that the duckling was ugly? Why?
      b. Why is he afraid to go near them?
      c. How do you think he feels? (lonely, sad)
      d. Have you ever felt lonely or sad? Think about it.
   4. At the end of the film:
      a. Do you think it was fair of the other animals in the barnyard to make fun of and tease the Ugly Duckling?

*"The Ugly Duckling" Doubleday Publishing Co., 1970

Procedures: (Continued)

b. Why did they act this way?
c. Would it be fair to treat the swan nicely just because he was beautiful or different from them?
d. Should the other animals have treated the Ugly Duckling better? Why?
e. How did the Ugly Duckling act towards them?
f. Can you think of times when people treat other people in the same way the animals treated the Ugly Duckling? The Swan?
g. Do you choose your friends by the way they look or dress? How?

5. The swan was glad that he was accepted by the swans. He was happy about his new friends. Can you think of any ways he might be a better swan because of his sad experiences?

DAY TWO:

The class discusses their group of friends:

1. Do they look alike?
2. Do they all wear the same clothes?
3. Do they like the same games?
4. In what ways are your friends the same? Different?

DAY THREE:

The class divides into groups. Each group picks a different category to research: animals, people, occupations, foods, homes, clothes. Students cut out magazine pictures-illustrating the different categories they choose. They list the advantages and disadvantages of being different. At the end of their group work they can share their findings with the class. The pictures are used to make a collage.

DAY FOUR:

The children role-play different animals. They are given a problem to solve. Ex. A pig wants to go home to visit his mother. He has to cross a stream, go over mountains, etc. How can the different animals help the pig make his trip? The children recognize that diversity has advantages and disadvantages.

DAY FIVE:

Lemon or Apple game (with first grades, use apple).

Objectives: To realize that "like" things do not look alike. Apples are distributed to the entire class. The children are instructed to get to know their apple. Observe it; touch it; look at the color; feel the shape; the bumps; smell it, etc. After a sufficient period of time the children get together with one other person to share their apple. The pairs describe their own apple to the other in as many ways as possible. Then have the children place their apple on a table with all the others. They are then blindfolded, and try to find their own apple. (They can!) One child tries at a time. If a child has marked his apple, the teacher asks "why" after the experiment. At the close of the game, the children discuss the objectives in relation to the concept theme. The teacher invites the children to eat the apple, but some won't – they've become very attached! (The activity can also be done with rocks.)

Topic: DIVERSITY

Time: 3 days

Materials: *Social Sciences Concepts and Values,* Harcourt Brace Level Two
Film: "Toymaker", McGraw-Hill, 1964.
Magazines, three large pieces of paper, scissors.

Rationale: Children should begin to perceive that their own way of doing things may not be fair to others. Individual differences should be recognized and respected.

Content: The class divides into groups to discuss feelings by being segregated into groups. They cut and paste pictures showing various nationalities and races and discuss similarities and differences of people. They then view and discuss the film, "The Toymaker."

Objectives: At the end of this lesson, students should be able to:

1. Identify similarities and differences among the six children in *Concepts and Values.*
2. Discuss the likenesses and differences in people of their groups and in the pictures they cut out.
3. State the fair and unfair ways of treating people.
4. State qualities they like in their friends and realize that these qualities are found in all races and nationalities.

Procedures: *DAY ONE:*

1. The class divides into three groups. The members of the group wear name tags specifying them as a member of the *square* group, the *circle* group or the *triangle* group.
2. The class is informed that during lunch and afternoon playtime they are allowed to speak to and play with the members of their group only.
3. When the class returns from their afternoon playtime, the children express through pictures, writing, or role playing their feeling about being segregated into groups.

DAY TWO:

1. Each group cuts out pictures from magazines of people of different nationalities and races. (The teacher may use the same circle, triangle, and square groups or divide the children into different groups.) The members of the group then discuss the similarities and differences of the children.
2. The children, with their groups, compile a list of qualities they like intheir friends. After the list is completed, the group discusses whether various nationalities of people possess those same traits.
3. Teacher presents Unit one, Lesson two of *Concepts and Values.* (Developing the Lesson).

DAY THREE:

1. The teacher presents the film, "The Toymaker" – Two unlike hand puppets (striped and spotted.) Battle Point: people of different races and religions are basically alike and can live in harmony and enjoy one another, realizing that outward differences don't matter. Color, fifteen minutes.
2. The teacher uses the stop action technique to develop the feelings of the characters.
3. Students discuss the implications of the film to their lives.

Evaluation: The teacher observes the children's expressions of fair treatment of all as found in their pictures, stories, role playing, and discussions.

Topic: RULES

Time: 3 class periods

Materials: Teacher-made flannel board cut outs for characters, Shiver, Gobble, Snore and King patterns (included.) Characters from the book *Shiver, Gobble, and Snore,* Marie Winn (Simon and Schuster, Inc., 1972), flannel board or filmstrip and record "Why we have Laws: Shiver, Gobble, and Snore," Produced by Learning Corporation of America.
Paper or copies of characters to distribute to class, crayons, scissors.

Rationale: Rules are necessary for safe and orderly interaction among people, but excessive controls are harmful to individual rights. Although individuals may have different needs, opinions, etc. and individuals differ, one individual's behavior must not interfere with another's rights.

Content: After hearing the story (dramatized with flannel board cut outs) or viewing the filmstrip with record (using the stop action technique) the students are led by the teacher through a question and answer period in an attempt to have them tell that rules are necessary to protect the rights of the individual and to help them to understand the need for rules when people are living, working, or playing together. This "talk" time helps them begin to see that when one person (the king) makes all of the rules and does not have to obey any of them, the rules may be excessive and harmful to another's rights. The coloring activity helps the student relate to one of the characters and helps the student give a rule that is good from just that one individual's viewpoint (Shiver, Gobble, Snore, etc.). By discussing opposing points of view the students begin to see that one individual's behavior must not interfere with another's rights. The conclusion of the story enables the students to see how their rules and solutions compare with that of the author.

Objectives: At the end of this lesson, the students should be able to:

1. Recognize results of excessive, one-sided rules.
2. Recognize what might happen if there were no rules.
3. State that rules are necessary and why.
4. Be able to discuss something from another's point of view (the characters in the story).

Procedures: *DAY ONE:*

A. Using a flannel board and the cut outs (or the film or filmstrip and record) the teacher tells the story of "Shiver, Gobble and Snore. Why We have Laws."

"Once upon a time there was a funny king who made silly rules. In his kingdom were three unhappy subjects:
Shiver, who was always cold,
Gobble, who was always hungry, and
Snore. Can you guess what he liked to do? . . . etc."

B. The teacher pauses during the story at certain places (these may be good breaking points after the question-answer parts)

Pause.

1. As the three unhappy friends leave the king's land. Ask open-ended questions to encourage discussion of how excessive rules that do not apply to all are harmful to the rights of others.
   a. Suggested questions:
      1) What are rules?
      2) Who made the rules in the kingdom?
      3) Who had to obey the rules? Who did not have to obey rules?
      or
      4) Did the rules make sense or were they foolish? Why? Was there reason for them?
      5) Did all the people want to obey the rules? Why or Why not.
      6) What did they decide to do? What else might they have done? What would you do?
   b. Other questions may be found in the activities that accompany the book or on the cover of the record case that comes with the filmstrip.

Procedures: **Pause.**

(Continued)

2. After the three friends are settled in their new land (with no rules) and the disputes have developed. (Be sure to stop before final solution.) The teacher divides the class into groups by letting children go to four areas to color pictures of the characters in the story. (This will put about five students in each group.)
   a. Three groups may work on pictures of the characters they "liked best." These pictures may be reproductions of the attached outlined drawings which the children cut out after they have colored or they may be their own creative interpretations of the characters.
   b. The teacher guides each group in discussing why rules are needed and what rules their particular character would like. These might be printed on the bottom of each child's paper as he states a rule desirable from the point of view of his character.

DAY TWO:

A. Groups come back together to talk about the rules they have made. The class discusses opposing points of view to guide children to see that one individual's behavior must not interfere with another's rights. (Students can dramatize situations with their cut outs.)

B. The teacher tells (or shows) the conclusion of the story and the solution that the three friends came up with. The students see (and discuss) how their solutions compare with those of the author.

Evaluation: *Students discuss:*

1. What have we learned today about rules? (Must be for good of all, etc.)
2. Can you think of any places you follow rules? (home, school, street – stop for red light, don't litter, etc.)
3. Do we need rules? Why? State difficulties that might arise if there were no rules.

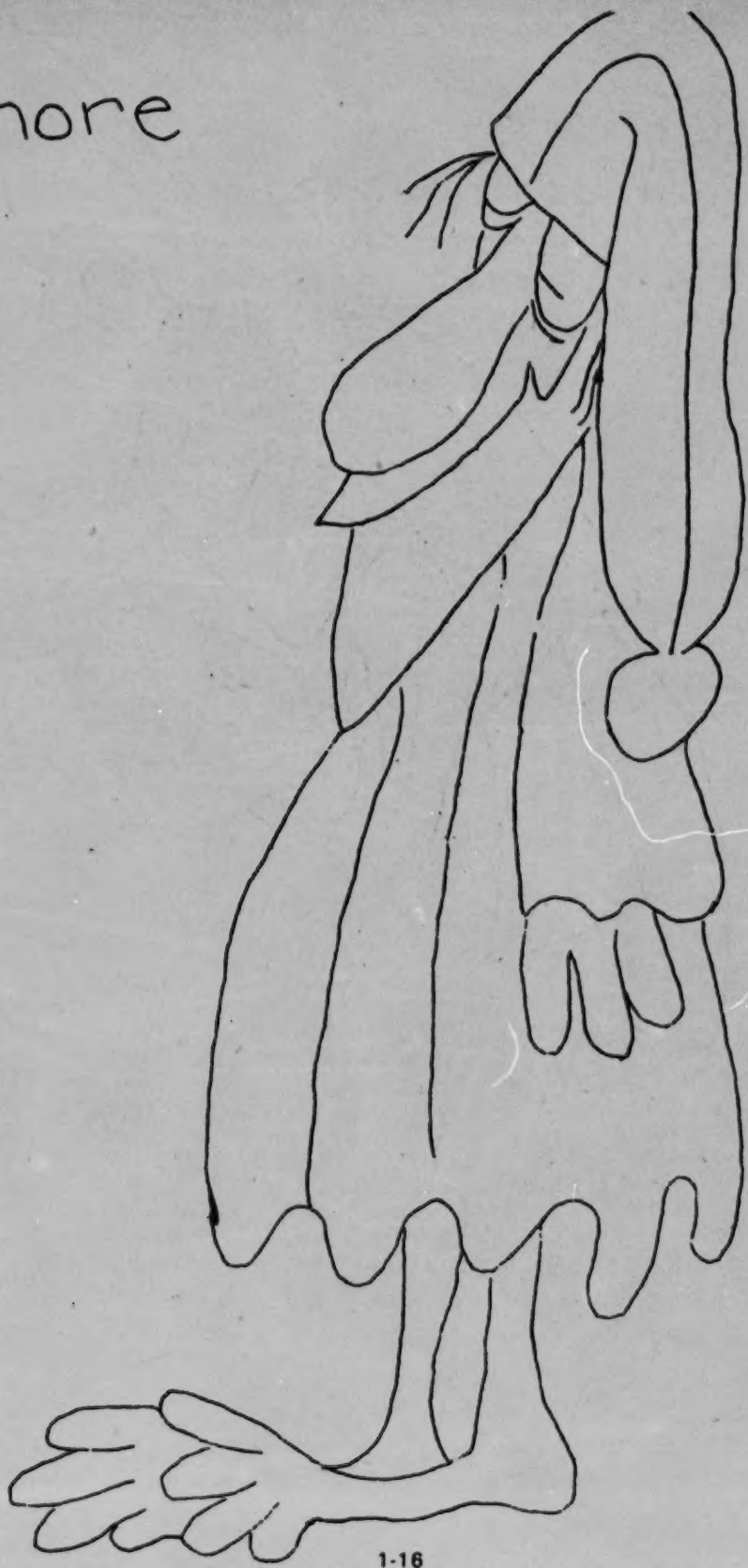
Assignment:

1. Children use their cut outs to "tell" a story; the versions may differ.
2. Children paste their characters on cardboard or they make puppets.
3. Child listens to the story which the teacher has put on tape; ***Let's Be Friends,*** Bernice Bryant (Children's Press, 1947).

Shiver

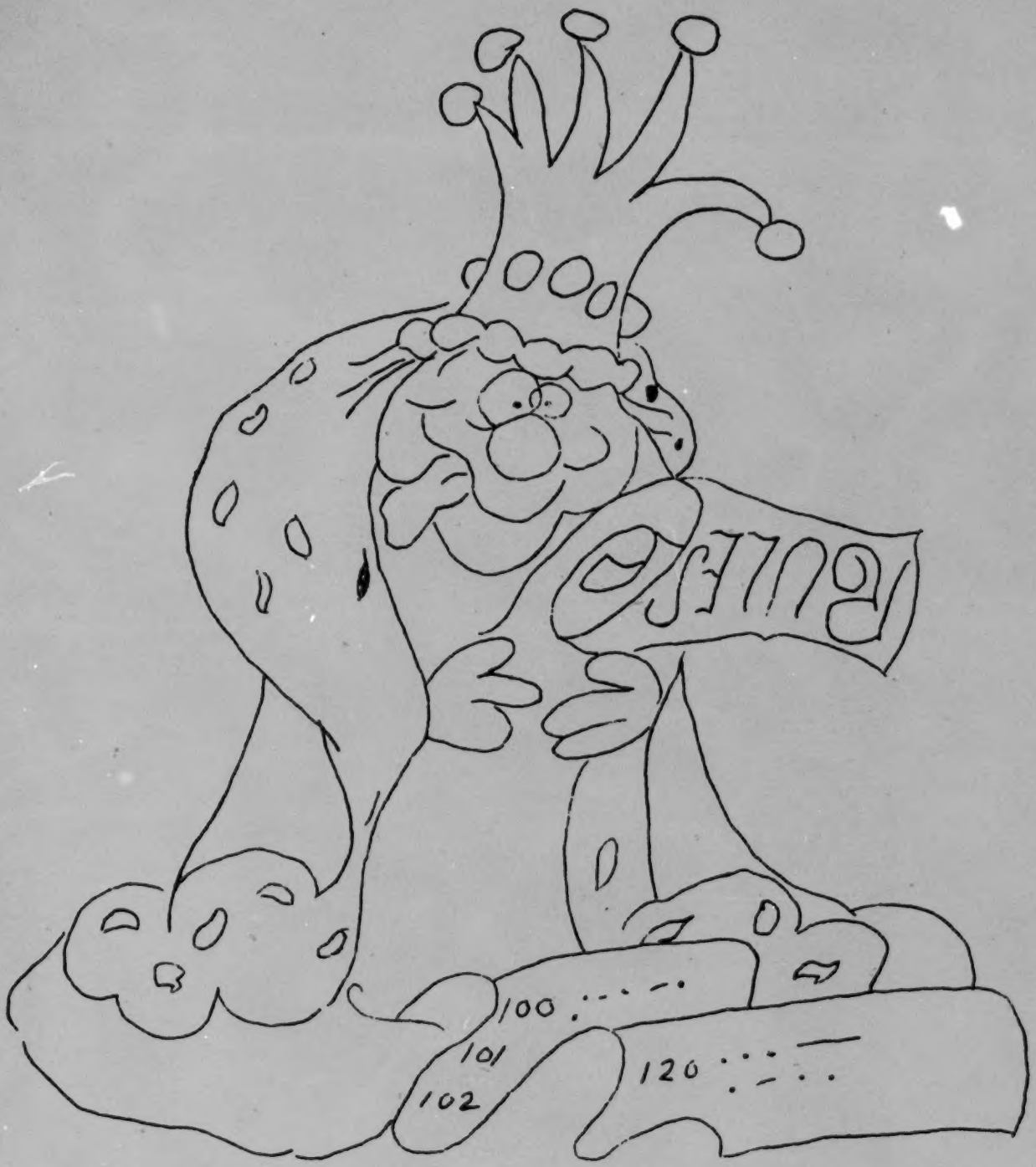
1-15

Snore



1-16

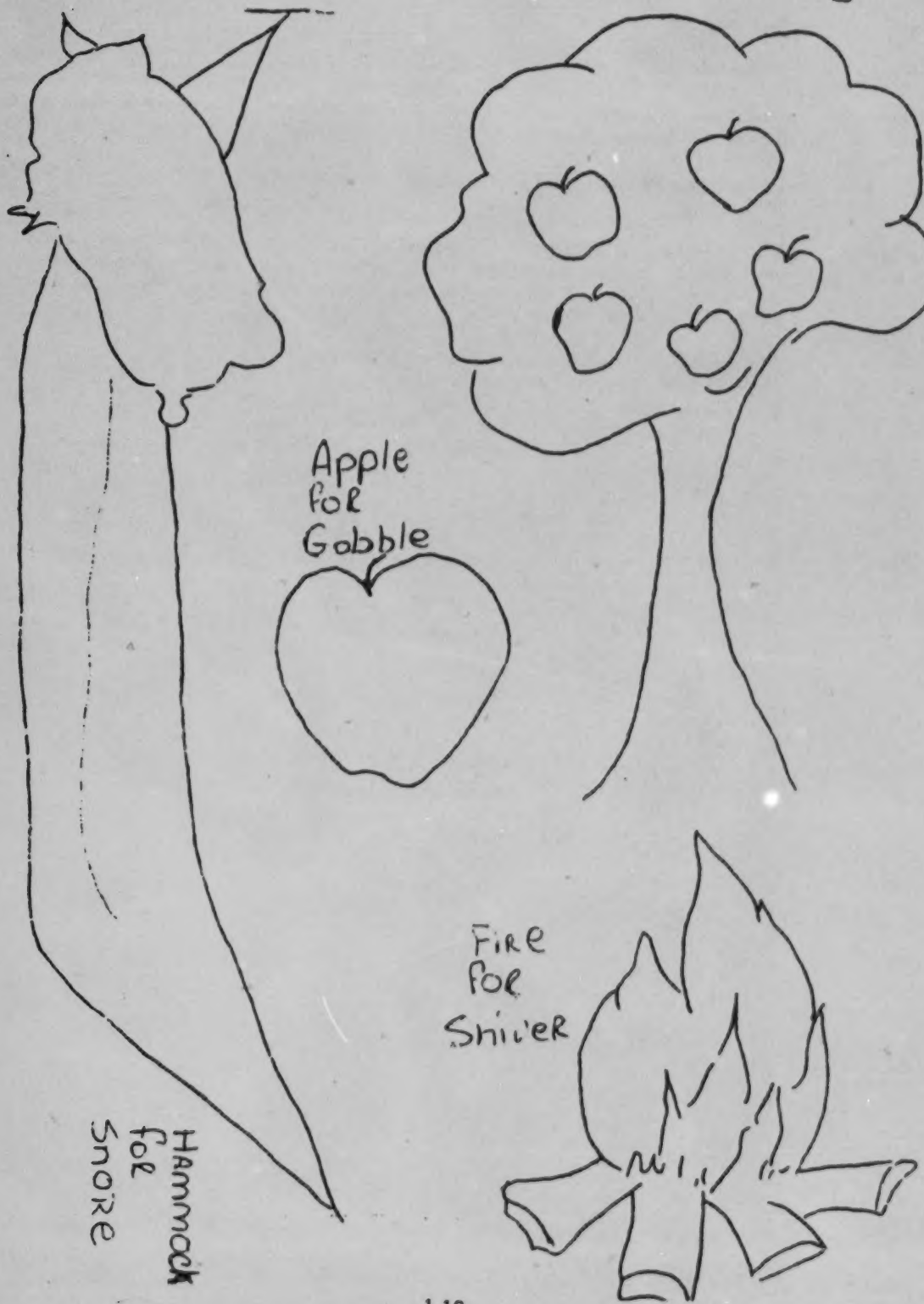
Gobble



The King

1-18

Additional Props for Flannel Board Story



1-19

Topic: THE MAKING OF LAWS

Time: Two periods

Materials: Tree House (Foundations of Justice Kit)*, Filmstrip from kit for motivation, Random House picture kit, chart paper to write rules, manila drawing paper.

Rationale: To instill an understanding of the reasons laws are made and why consequences result when laws are broken.

Content: The class views a filmstrip and/or pictures and realize that rules are needed to protect the rights of individuals. The students make school rules and state the reasons why each rule is necessary. Then they decide on the consequences of breaking these rules. Children then draw pictures or role play situations in which the rules are needed.

Objectives: At the end of this lesson, the students should be able to:

1. State the reasons why rules are necessary.
2. Formulate fair rules for the classroom.
3. Formulate reasonable consequences for breaking the rule.
4. The child will be able to illustrate or role play situations in which the rule is necessary.

Procedures:

DAY ONE:

1. The teacher shows the filmstrip and guides the discussion of "The Tree House," Foundation of Justice Kit. (See Teacher's Guide.)
2. Children role play situations in which rules are needed. (ex. children crowding around the water fountain, fighting on the playground).
3. Children suggest, discuss, and vote on classroom rules and the consequences of breaking them. They then make a mobile of two-sided drawings showing rule and consequence.

DAY TWO:

After a review of Day One, children illustrate (perhaps in cartoon form), situations in which rules are needed.

Evaluation: The teacher observes whether children abide by rules and accept the consequences. Rules are subject to review and modifications are made by the class when necessary.

**Foundation of Justice Kit,* Law in American Society Foundation, Foundation of Justice Series: Charles Merrill Publishing Co., Columbus, Ohio.

Topic: RULES: IN GAMES AND SOCIETY

Time: 4 class periods

Materials: Paper clips, pencils, blocks, jacks, orange juice can, bean bag, hat, 3 pictures – volleyball game, classroom, highway

Rationale: Children will recognize the parallel necessity of rules in a game, on a highway, and in a classroom.

Content: Children meet given situations that needs rules that are not already stated. The students will find it necessary to decide on rules in order to play the game. The students identify reasons for the rules for the game. They are asked if any conflicts arose while making the rules.

Objectives: At the end of this lesson, students should be able to:

1. Identify three reasons for having rules.
2. Identify three problems in creating rules.
3. Relate the rules for games with the rules for other situations (volleyball, highway, classroom).

Procedures:

DAY ONE:

1. The teacher gives each child a paper clip.
2. Each child is asked to take out two pencils.
3. The teacher explains that he is going to play a game using the above items and gives the rules for the game:
   a. Desk is to be clear except for two pencils as shown.
   b. Using his middle finger and the thumb, the child is to flick the paper clip and have it land between the channel formed by the pencils. Each correct shot equals one point.
   c. Each child is given ten tries.
   d. Those children with the most points win.
4. Each child plays the game, and a play-off declares the class champion.

DAY TWO:

1. The teacher divides the class into five groups and explains that each group will be given one of five objects: block, juice can, jacks, bean bag, or hat.
2. The teacher explains that they are to create a game their group can play. The game must be played indoors.
3. A time limit is put on the activity.
4. When time is up, the teacher asks the following questions:
   a. What took place when you started to invent the game?
   b. Did you have any problems? Why?
   c. Who made up the rules?
   d. Did you share the decisions?
   e. Were rules necessary? Why?
5. The students share the games and demonstrate.

DAY THREE:

The children review what occurred the previous day.
The teacher asks the following questions:

a. Why were rules important for the game?
b. Where else do we need rules?
c. What difficulties would arise if we had no rules?

Evaluation: The class looks at pictures of a volleyball game, a classroom and a highway. The class states:

1. Reasons why rules are important in each situation.
2. Difficulties that would arise if there were no rules.

Topic: RULES AND NATURAL RESOURCES

Time: 2 class periods

Materials: *Social Sciences*
Concepts and Values – Level Two: Harcourt Brace Javanovich Inc.
Film: *The Lorax:* BFA Educational Media (CBS, Inc. David H. DePatie, 1972)
Drawing paper, crayons

Rationale: If we are to preserve our wildlife and their natural environment, ecology must be introduced in the primary grades.

Content: Children draw pictures of extinct animals, discuss why animals become extinct or endangered, and view and discuss the film, *The Lorax*.

Objectives: At the end of this lesson, students should be able to:
1. Name several extinct animals or endangered species and state the reasons for their disappearance.
2. Name several rules or laws that have been made to protect our ecology.
3. Suggest ways of preserving our wildlife that they would like to see become laws.

Procedures: *DAY ONE:*

1. Teacher distributes large pieces of drawing paper to each child and lists the following names of extinct and endangered species on the board:

Extinct	*Endangered*
dodo bird	bald eagle
passenger pigeon	condor
sabre toothed tiger	alligator
mastidon	whooping crane
	Alaskan brown seal
	musk ox
	coyote
	timber wolves

2. The teacher asks the children to draw pictures of the extinct animals. (He does not tell the children that these animals are extinct but tries to elicit that they cannot draw pictures, because they have never seen these creatures . . . there is difficulty in drawing pictures of endangered species as well due to their scarcity, etc.)

3. When the children have finished their pictures, the class discusses the meaning of *endangered species, ecology,* and *extinct.*

4. The class divides into three groups and chooses a recorder for each. One group names and records reasons why they feel animals have become extinct or endangered. The second group states methods citizens have taken to protect wildlife and laws that governments have passed to preserve wildlife. The third group states rules they would like to see enforced to protect our wildlife.

DAY TWO:

1. The class discusses and shares all ideas developed in the groups regarding wildlife preservation.

2. The children open their *Concepts and Values* (Level Two) book to page thirty-eight (Unit two, Lesson six) and discuss the different rules represented in the pictures, why the rules were made, who made the rules, and whom the rules protect.

Procedures: (Continued)

3. As a culminating activity, the teacher shows the Dr. Seuss film, *The Lorax* – (Can be used for a study of ecology as it tells what happens to the land of the Truffula Trees.) Color, twenty-five minutes.

Evaluation: The teacher particularly notes student ideas regarding rules they would like to see enacted to preserve out ecology.

Topic: STREET SIGNS AND THE LAW

Topical Questions: What do the different street signs say? What do street signs mean to an individual? How should he react to them?

Time: 1 - 2 class periods

Materials: Materials are included in lesson *Learning Basic Skills Through Music: Health and Safety:* Volume III (New York: Educational Activities, Incorporated, 1970.) – Optional
"Traffic Safety Signs" (Milliken, Inc.) – Optional

Rationale: Students will probably come into contact with street signs during the rest of their lives. In this lesson they are introduced to many street signs and experience exercises in reading and defining signs and understanding how individuals should react to many signs.

Content: In this lesson students are exposed to many street signs that they come in contact with and are made aware of the different shapes, colors, wording, or symbols which may later be used in a learning station. The students first experience an exercise where they recognize the street signs. Through discussion the meaning of each sign is brought out and how an individual should react to each sign. After students understand this, they are given an opportunity to determine places where signs might be helpful.

Objectives: At the end of this lesson, the students should be able to:

1. Read most street signs.
2. Describe the meaning of most street signs.
3. Explain the importance of the colors of signs.
4. Identify situations where there is a need for street signs and which sign applies to which situation.
5. Describe how the individual should react to each street sign.

Procedure:

1. The teacher gives each of the students half of a street sign (attached). At a given signal, students try to find the person with the other half of his sign and stay with that person. When everyone has found his partner, the blue signs go to one area, red to a second area, and yellow to a third area. Discuss the meaning of the colors (red – stop, yellow – slow, blue – assistance). Each group of two students tells what their sign is, if they know, and through guided questions the sign and its definition are explained by the class.

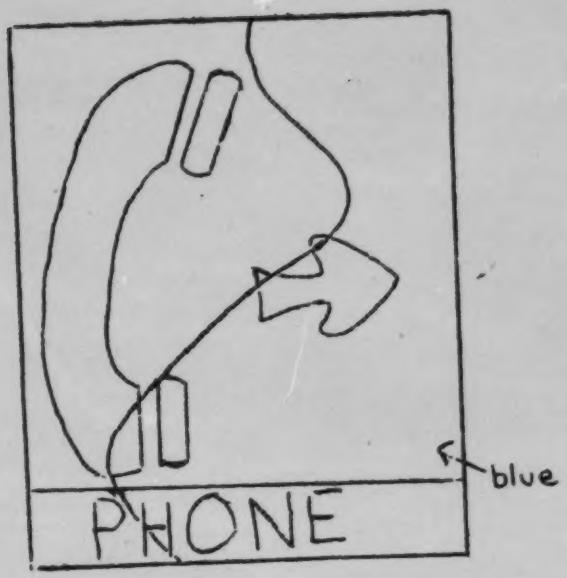
2. The class, with the teacher, makes a large poster which illustrates different situations where street signs may be utilized, and make the matching street signs. Markers are left where the signs are to be placed.

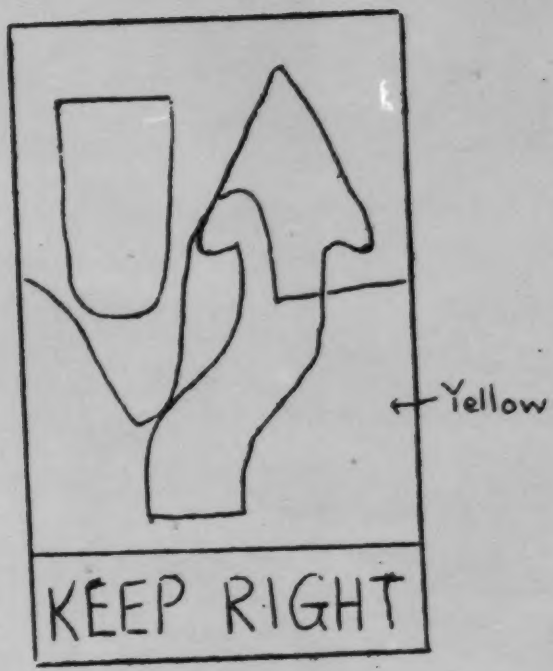
The class discusses each situation and decides which sign would go there.

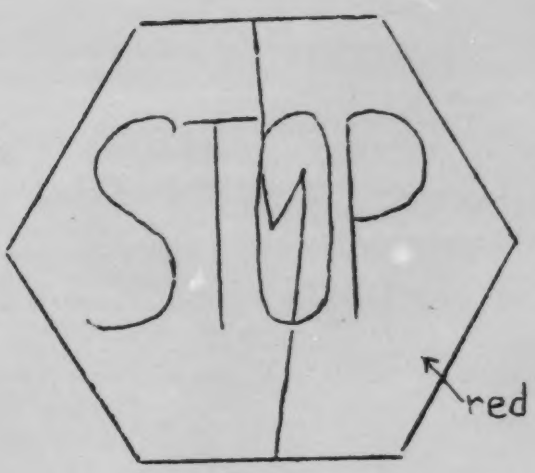
3. The teacher duplicates the "Name the Sign" color puzzle for each student and instructs them on how to color it. After everyone has finished coloring, the teacher plays the song, "Stop, Look and Listen" *(Learning Basic Skills Through Music: Health and Safety:* Volume III). When the students hear "Stop" in the song they should hold up their stop signs.

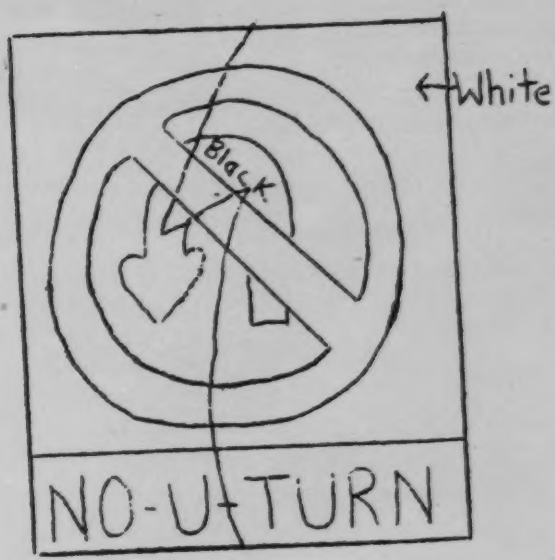
4. The "Signs Game" (also included) can either be made once for the class to use or duplicated for each child.

5. A word search puzzle is also included.



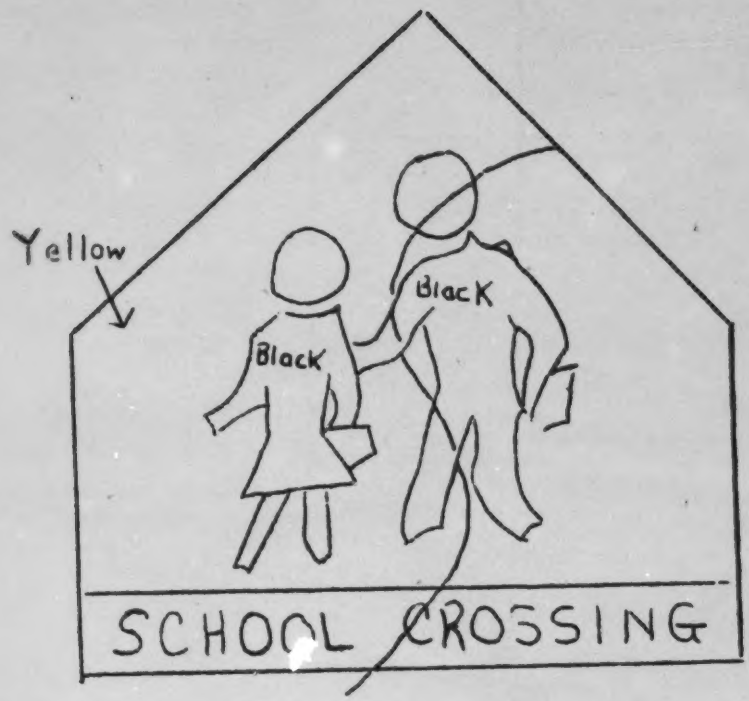


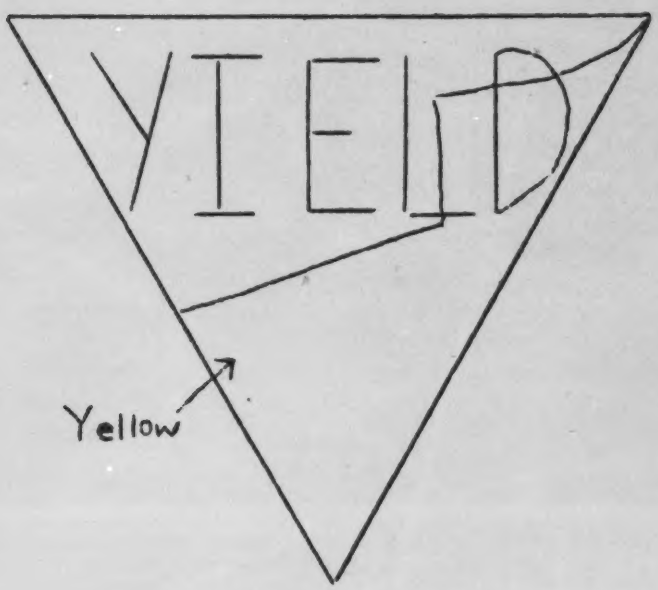




(Procedure One)

1-25





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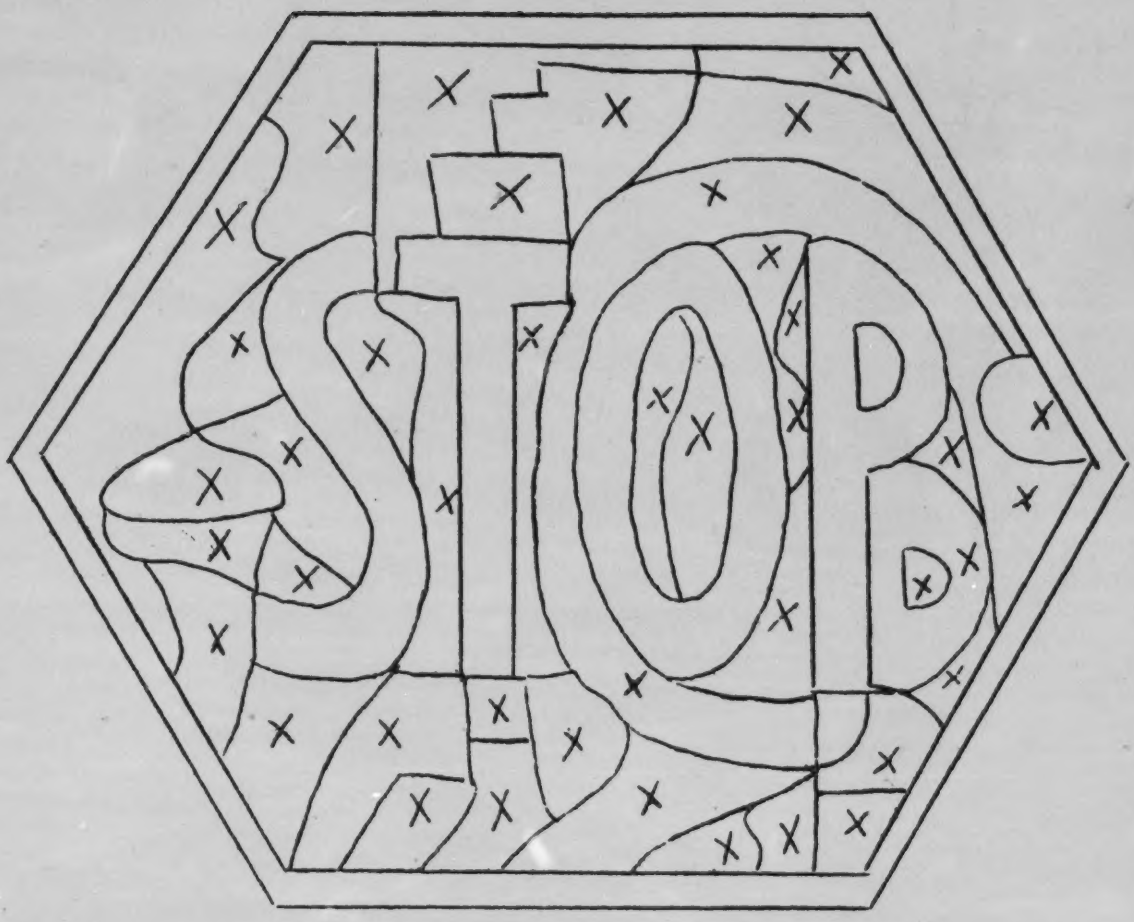

Name the Sign

Color the spaces with "x" RED.

1-27

1-28

Rules:

1. Cut out sign cards and feet markers.
2. Place sign cards on sign card pile face down.
3. Players, one at a time, draw a card.
   If he can read his card he moves one.
   If not, he stays where he is.
   If pile is used up, reshuffle to make another.
4. The first "foot" to reach the finish line wins.

(Toy cars may be used for markers instead of feet.)

YIELD	GO	PEDESTRIAN CROSSING
STOP	NO-U-TURN	SCHOOL CROSSING
SLOW	PHONE	NO BICYCLES
KEEP RIGHT	U-TURN	CARS
CROSSING	PEDESTRIAN	TRUCKS
REST AREA	SPEED LIMIT	NO TRUCKS

CAN YOU FIND AND CIRCLE THESE SIGN WORDS?

*YIELD	*SCHOOL CROSSING	*KEEP RIGHT
*STOP	*PEDESTRIAN	*PHONE
*GO	*NO BICYCLES	*NO-U-TURN

C Q V A B A Q S R Z
N R Y T M N T C L A
O S I G N S L H P L
V L E W R T B O E K
D M L O H N C O D L
A N D S T O P L E J
P H O N E B T C S B
S T N Z L I H R T U
O Z O T R C V O R V
G O U G O Y L S I Q
J U T B L C M S A T
K B U F M L H I N Z
M L R K N E J N A S
L W N O G S P G T T
K E E P R I G H T R

Topic: RECOGNIZING AUTHORITY FIGURES

Time: 2 - 3 class periods

Materials:
Newspapers
Magazines
Community helper filmstrips or photographs
Construction paper and other art supplies,
Hats of different occupations
Movie: "What's Your Authority?"* (by Encyclopedia Brittanica)

Resource People: Any authority figure such as policeman, principal, parent.

Rationale: To convey the characteristics of individuals in authority positions.

Content: Students identify authority figures and the responsibilities that are required for the authority role. They compare authority figures in various institutions (home, school, community, church, clubs, etc.) and discuss their responsibilities to those institutions. The children then verbalize the qualifications necessary to hold a position of authority in various institutions.

Objectives: At the end of this lesson, the students will be able to:
1. Identify people in the school, home, and community that are authority figures.
2. Discuss the responsibilities of an authority figure.
3. State the qualifications needed for a leadership (authority) position.
4. Identify human qualities that authorities also possess.

Procedures:

DAY ONE:
1. The teacher shows a filmstrip about or photographs of community helpers.
2. The teacher displays hats of various professions (often available from kindergarten teachers) such as a policeman's hat, fireman's hat, soldier's hat, etc. The teacher selects students to wear the hats and has them discuss their jobs and how they get their jobs done. The children suggest ways in which they must get others to help them with their jobs.
3. The children select a job they like and discuss the responsibilities of the job and the qualifications needed for that job.

DAY TWO:
1. The children make a collage of jobs which illustrate someone in authority.
2. The children make a word bank of authority words illustrated by the collage (example boss, leader, chief, etc.) and display word cards around the collage.

Evaluation:

DAY THREE:
1. The class brainstorms a list of classroom jobs.
2. Class divides to create job descriptions of above jobs.
3. Children apply for various jobs, including statements of their qualifications.
4. Teacher conducts "role play" interviews for the positions.
5. Teacher appoints two students as overseers of the workers. He specifies the extent of their authority and their qualifications:
6. The teacher can notice the way in which selected authority figures interact with the students that they supervise.

*What's Your Authority, Encyclopedia Brittanica Educational Corp., 1971

Topic: AUTHORITY FIGURES

Time: Six class periods

Materials: Hand-out on authority figures
Cartoon ditto of authority figures
Crayons

Resource People: Principal, policeman (optional-prent, rescue squad member and mayor)

Rationale: To assist in children recognizing people of authority and their own realm of authority.

Content: The students identify members of their community who possess legitimate authority. This is realized by discussing various members of the community. They develop an understanding of these persons' duties by role playing. They then question those in authority about their specific role.

Objectives: At the end of this lesson, students should be able to:
1. State the meaning of authority in their own words.
2. Identify authorities within the school and community (hometown)
3. State three specific duties of a policeman and a principal.

Procedures: *DAY ONE:*
Opinion Poll
1. Teacher distributes a paper listing the following:
   fireman principal rescue squad member policeman grocer mayor
2. The children rank the names according to importance within the community in their opinion. No. 1 being the most important, etc.
3. After the papers are finished the results are tabulated on the board.
4. The students discuss the reasons for their first three choices.

DAY TWO:
Role Playing of Authority Figures
1. The teacher states that two of the important people in the school and community are the policeman and the principal. The class discussed why.
2. Policeman role play:
   a. A child is selected for the role of a policeman and another child for the role of a child with a missing bike.
   b. They act out the following situation:
      A child had his bike stolen. He has reported the incidents to the police. The policeman has come to talk to the boy with the missing bike.
   c. After the children have acted out the situation the class discusses the following questions:
      1. Did the policeman have the authority to investigate the situation? Why?
      2. What questions did the policeman ask? Why?
      3. What do you think the policeman *should* do?
      4. What do you think the policeman *can* do?
      5. How did you feel as a policeman?
      6. How did you feel as the child toward the policeman?
   d. The class discusses a definition of *authority*.

Procedures:
(Continued)

DAY THREE:

Policeman's visit

a. A policeman visits the classroom. During this visit the policeman performs the role play stated previously, concerning the child with a stolen bike. He takes the role of the child. A child from the class is the policeman.
b. After completing the reverse role playing the policeman tells about his job in relation to his authority. He answers questions from the students.

DAY FOUR:

a. A child is selected for the role of a principal and another child for the role of a child stealing a lunch.
b. They act out the following situation: A child has been caught taking a lunch. He is confronted by the principal.
c. After the children have acted out the situation ask the following questions:
   1. Did the principal have the authority to confront the student? Why?
   2. What did the principal say to the student?
   3. What action did the principal take?
   4. What do you think the principal *should* do?
   5. What do you think the principal *can* do?
   6. How did you feel as a principal?
d. The class discusses the term *authority* again.

DAY FIVE:

Principal's visit

a. Your principal visits the room. During this visit the principal performs the role play, stated previously concerning the stolen lunch. He takes the role of the child. A child from the class is the principal.
b. After completing the reverse role playing, the principal tells about his job in relation to his authority. He answers questions from the students.

Evaluation:

DAY SIX:

1. This class creates its own definition of authority and displays it in classroom.
2. The class discusses other figures of authority not already discussed.
3. Students state three specific duties of the two authority figures studies.

Topic: CONSIDERATION FOR OTHERS

Time: 2 class periods

Materials: Kindness card, story, "Noisy Nancy Norris,"* (or similar book which illustrates someone being inconsiderate).

Rationale: To foster awareness of actions considerate of others.

Content: The students discuss the things other people do that annoy them and talk about consideration of other people. They see the filmstrip, "Noisy Nancy Norris," and discuss whether or not Nancy was inconsiderate. Discussion follows with ways of enforcing laws without punishment. The idea of parole is introduced through a buddy system set up in the classroom.

Objectives: At the end of this lesson, students will be able to:

1. Recognize considerate deeds of classmates.
2. Realize that laws are made so that people are considerate of one another.
3. Remind one another of times when they are being inconsiderate of their peers and breaking classroom laws.
4. Compare a buddy system to a parole system.

Procedures: *DAY ONE:*

1. The teacher presents the word, *consideration.* And the students discuss how classroom rules are related to consideration. They also discuss times when people are inconsiderate.
2. The teacher shows the filmstrip, "Noisy Nancy Norris," or reads the book. Students talk about why Noisy Nancy was inconsiderate and why she became considerate. Teacher points out the fact that being considerate made Nancy "feel good inside."
3. The teacher makes some kindness cards on index cards. A picture of Charlie Brown is placed on the front and the words "KINDNESS CARD" on the top of the card for the title. Children who have performed good deeds during the day receive the cards and sign their name on the back of the card. These children then pass their cards on to others they feel have done a kind deed. Students discuss that it's an honor to have this card.

DAY TWO:

1. The teacher then develops a buddy system in the classroom whereby each student has a partner to remind him when he's been inconsiderate or congratulate him when he's been especially nice.
2. Students compare the buddy system with society's parole system in which prisoners are reminded by the parole board members when they have forgotten rules or are praised for having been very considerate.

Assignment and Evaluation:

1. Students brainstorm situations where laws help foster consideration. Students discuss these situations.
2. Students roleplay some of the situations discussed in which someone has been inconsiderate, such as leaving books on the floor and not apologizing when someone trips over them. They then role play the same situation again, showing consideration the second time.
3. Students discuss the role playing:
   a. What was done that shows consideration of another?
   b. What law does this illustrate?
   c. What consequences may have occurred had the considerations not been given?

*"Noisy Nancy Norris" film from Guidance Associates, 1967.

Topic: WHAT IS THE RIGHT THING TO DO?

Topical Question: What is the right thing to do?

Time: 2 class periods.

Materials: Filmstrip projector, cassette player, Guidance Associates Sound Filmstrip, "The Trouble with Truth"*

Rationale: A moral rule about doing the right thing should be developed further, especially at the primary level. Children need not feel guilty about standing up for their own convictions about right and wrong.

Content: The film is about a group of children visiting the local fishing area with their camp counselor. The captain of the boat, on which they are to ride, tells the children that he has a rule that no one is allowed on his boat unless the captain is there. If someone disobeys, then the boat trip is cancelled. The captain and the counselor have to leave to check on weather conditions and some of the children go aboard the boat. A child has been put in charge of the group. The other children question this child as to what he is going to do. Will he tell or will he keep the truth to himself? The problem is presented to the class for discussion.

Objectives: At the end of this lesson, students should be able to

1. Decide how the story should end.
2. Give an oral definition of the work "truth."
3. Give oral responses to alternate solutions to the situation.
4. Verbalize similar situations in their own lives.

Procedures: *DAY ONE:*

1. A discussion precedes the film on the meaning of "truth" to clear up misconceptions that the children may have.
2. The teacher shows the filmstrip, "The Trouble With Truth."
3. The class discusses what has happened in the film. The children take a few minutes to decide what they would do in this situation and openly discuss their own decisions. The children are not expected to give a right or wrong answer. The solution has alternatives and they may need a little guiding in his direction.

Evaluation: Teacher observation

Assignment: *DAY TWO:*
The children think about their own lives in which this or similar situations have occurred. The class discusses these situations. Each child draws one picture illustrating the decision he believes was right in the filmstrip situation presented on Day One.

*"Trouble With Truth" First Things: Values Series, Guidance Associates, 1972.

Topic: WHAT IS STEALING?

Topical Question: What is stealing? Why is stealing against the law?

Time: 1 - 2 class periods

Materials: "The Case of the Missing Roller Skates," *Encyclopedia Brown Boy Detective.* (New York; Scholastic Book Services, 1963) pages fifty-two to fifty-seven.

Rationale: The concept of stealing is defined and discussed. The students put themselves in the role of the victim of the theft and realize the victim's feelings. They discuss why stealing is illegal.

Content: Children sometimes take things from others without regard to feelings. As they role play the roles of both the thief and the victim, they discuss how they feel in both situations, and develop reasons for the illegality of theft.

Objectives: At the end of this lesson, students should be able to:

1. Define the term "to steal."
2. Describe possible feelings of the thief and his victim.
3. Explain reasons why stealing is illegal in our society.

Procedures:

1. The teacher reads "The Case of the Missing Roller Skates" (Encyclopedia Brown Boy Detective) to the class. Students discuss the solution. A few students role play the part of Sally, Encyclopedia, and Billy, beginning with this question:
   "Pretend you are Encyclopedia. You have just come into the waiting room and found Sally's skates gone. What would you do?"
2. The teacher says, "Now we're going to play "Thief." One person will be the thief and he may pretend to steal something from anyone he chooses." As many students as the teacher chooses may be the thief. After each role play the thief tells how he feels and his victim tells how he feels. List these feelings on the board in two columns. The teacher asks, "Why do you think stealing is against the law?" List responses.

Evaluation and Assignment: The teacher distributes experience paper and asks each student to choose one reason why they think stealing is illegal. The student writes it and draws a picture of it. The papers are displayed on a bulletin board.

ELEMENTARY

LESSON PLANS

INTERMEDIATE GRADES

Topic: RESPONSIBILITY – ORGANIZATIONAL PROBLEMS

Time: 3 class periods

Materials: *Foundations of Justice* set, (Merrill Publishing Company) "The Tree House"

Rationale: To acquaint students with the roles of individuals in a group and to help them to understand the need for organization.

Content: Students discuss rules and leadership, discuss the film-strip, "The Tree House," organize for a game and evaluate their organization, and discuss rules with a school authority.

Objectives: At the end of this lesson, students should be able to:

a. Organize themselves into groups and decide on roles
b. State the qualities of a good leader

Procedures:

DAY ONE:

A. Teacher asks the students questions:
   1. How many of you have ever worked on a project with a group of friends – ex.; hot wheels, play, tree house, etc.
   2. Did you experience any problems in organizing?
   3. Did you need a leader?

Teacher says, "Today we will see a filmstrip about a group of children who are going to build a tree house. Watch carefully to find what type of jobs were needed and the qualifications for those jobs.

B. Teacher shows filmstrip, using the stop action technique and asking questions available in teacher's guide, pages 2 - 6.

C. Children discuss qualities of a leader. Students join groups of five and are given the following assignments:
   1. Baseball Team ..... Captain
   2. Play Group ..... Director
   3. Halloween Party ..... Chairman
   4. Student Government ..... President
   5. Court Room ..... Judge
   6. School ..... Principal

Each group lists the qualities they would like the leader to have. The small groups share list of the class.

D. Students discuss the children's need for rules while building the tree house. They set up class rules or policies and review school rules and punishments.

DAY TWO:

A. Teacher divides the class into two teams to play kickball, volleyball, etc. The children decide on captains, positions, rules, etc. and play the game selected.
   A follow-up discussion includes the following questions:
   1. How was the captain decided upon?
   2. Which team was up first? Who determined this?
   3. Were the rules of the game decided upon and explained to all participants before beginning?
   4. What problems did you experience and how can they be avoided in the future?

DAY THREE:

The principal or vice-principal speaks to the class about school policies, explaining how they were formed and discussing which rules are strictly school-determined.

Topic: RESPONSIBILITY – CONFLICTING INTERESTS

Time: 3 class periods

Materials: *Foundations of Justice,* (Merrill Publishing Company), "Sunshine Valley"

Rationale: The students begin to understand the mechanics and purposes of the courts in our society.

Content: Students view a filmstrip which discusses resolving conflicts in court. They conduct three Pro-Se court* simulations and write their own court cases.

Objectives: At the end of this lesson, students should be able to:

a. Explain the roles of judge, defendant, and plaintiff.
b. Analyze two sides of a story and suggest solutions.

Procedures:

A. Teacher asks the following questions:
   1. Does anyone know what an *agreement* is?
   2. Can you give an example of an agreement?
   3. What happens when one of the persons involved in the agreement changes his mind?
   4. How would you feel if you made an agreement or contract with someone and he changed his mind?

B. Teacher introduces filmstrip, "Sunshine Valley":
"Sometimes people have different customs and may value different things. Today's filmstrip will show what could happen under these circumstances."
Teacher shows filmstrip using the stop action technique and ask questions available in teachers guide, pages 8 - 11.

C. Teacher divides the children into small groups and has each group decide how it would resolve the conflict and why. – Each group should report back to the total class.

D. A judge or attorney visits the class to react to the filmstrip in terms of legal implications. (See Using Resource People)

E. The class holds a Pro Se Court simulation*:
   1. Teacher writes on board the words judge, plaintiff, and *defendant.* He explains to the children that in this activity they will each take turns playing these roles so they must understand the responsibilities of each of these persons.
   Teacher explains the roles: The judge must listen carefully to both the plaintiff and defendant and be sure each is given an equal chance to state his case. After hearing both sides the judge may ask any questions and must make a final decision. He should not let the defendant use the plaintiff or let them interrupt each other. *Plaintiff* is the first person to address the judge. He is the one who is claiming that the defendant did or did not do something agreed upon. The *defendant* is the person who has been accused of not meeting his legal responsibilities. He pleads his case after the plaintiff.

   2. The teacher divides the children into triads, (groups of three) and explains that each group should decide who will be the judge, plaintiff and defendant for the first case. The teacher distributes the case (one for each person). Children take time to read it thoroughly and then the plaintiff of each group may present his argument to the judge. The defendant takes his turn to state his position. The judge should write down the decision and state his reasons, but should not let the other two people in the group know his decision at this time. When all groups have finished, each judge states his finding and reasons to the total class. The same procedures is followed for the other cases, giving each child the opportunity to play all roles.

Case I

1. *Plaintiff* is owner of motorbike.
2. *Defendant* is the father.
3. Plaintiff wanted a motorbike and agreed to mow lawns all summer to make the money. Father agreed to buy the bike and let plaintiff pay h n back during the summer. The plaintiff enjoyed his motorbike and didn't mow lawns to make the money to pay back his father. The father is suing for return or cost of motorbike.
4. Issue: Is the child responsible to his father for the cost of the bike?
5. Judge makes decision.

Case II

1. John loans Henry his softball which costs John $2.00. Henry promised to return the ball the next day at the playground. When Henry got to the playground John wasn't there. On Henry's way home a big kid pushed Henry down and stole the ball. John is suing Henry for $2.00 to cover the cost of the ball.
   Issue: Is Henry responsible to John for the cost of the ball.

Case III.

Mary is to receive $1.00 a week to keep the lawn clean and neat. Mother inspects the lawn every Saturday morning at 9:00 a.m. and if the lawn is satisfactory at that time Mary receives her $1.00. On Friday evening, Mary cleans up the trash and sees that everything is neat. During the night, a dog knocked over the trash can that Mary's brother set outside and dragged trash all over the lawn. When Mary and her mother go out to inspect the lawn on Saturday morning they discover the trash and Mother refused to pay. Mary sues Mother for the $1.00.

Evaluation and Assignment:

A. Children write their own cases to present to Pro Se Court.

B. Teacher shows the movie, "You be the Judge,"* AIMS Inc. (This movie presents three court cases: truancy, shoplifting, and theft.) Children view the film and discuss how they would have decided if they were the judge.

*"You be the Judge" AIMS Instructional Media Services, Inc., 1972.

Topic: RESPONSIBILITY/THE ADVERSARY SYSTEM (ROLES)

Time: 3 class periods

Materials: *Foundations of Justice* set (Merrill Publishing Company), "The Battle of Oog and Ugh."

Rationale: To acquaint students with the roles and their responsibilities in an adversary system.

Content: After viewing a filmstrip, students act as juries to reach verdicts. Students present mock trials and play a name game. A guest from the legal system visits the class.

Objectives: At the end of this lesson, students should be able to:

a. Understand the roles of each person in an adversary system.
b. Understand the need for an adversary system.
c. Understand the need for a decision to resolve conflicts when the rights of people are in question.

Procedures:

A. Teacher asks introductory questions:
   1. Does anyone here own a wild animal?
   2. If you capture a wild animal does it belong to you?
   3. What would you do in a situation if you and a friend saw a turtle and both of you wanted it?
   4. How is it decided whom the animal belongs to? Can you think of a way for a fair solution to be reached?

B. Show filmstrip, "The Battle of Oog and Ugh," using the stop action technique and asking questions in teachers guide, pages 13 - 16.

C. Divide the class into groups with six in each group. Each group is a jury for the Oog and Ugh case and they are to come up with a verdict. After all groups have reached a verdict they select a spokesman for the group who presents the verdict and rationale to the entire class.

D. Children present a mock trial with the facts of Oog and Ugh to a group of students who have not seen the filmstrip. These students act as judge in the case. The group that has seen the filmstrip evaluates the other group's response.

E. Students play a name game. The purpose of this game is to guess, by asking questions, which individual in the courtroom setting the child at the front of the class represents: plaintiff, defendant, judge, jury member, attorney for plaintiff, attorney for defendant, and witnesses. The teacher selects one child from the entire class to come to the front and sit on a chair or stool in *front* of a chalkboard facing the class. The teacher then writes one of the courtroom roles on the board so that the child selected cannot see it and the rest of the class can. The child on the chair is asking questions of the rest of the class in order to guess who he is. The questions must be stated so they can be responded to with a "yes" or "no" answer. The teacher selects a new child for each role.

F. A lawyer, attorney, or judge speaks to the class on the responsibilities of each role in a courtroom. (The teacher may send the guest a script of this filmstrip to review to give him an idea what has been covered and discussed.)

Topic: FAIRNESS

Topical Question: What is a fair way to decide questions concerning conflicting claims over a given area?

Time: 2 class periods

Materials *The Social Sciences; Concepts and Values,** handouts with facts of 3 cases.

Rationale: To place the adversary system of justice in historical perspective as well as to further students' understanding of the system.

Content: After reading and discussing the parts: Using Land: The Cattlemen, Using Land: The Sheepmen and Using Land: The Farmers, pages 240-243, students are presented with three different conflicts requiring resolution. Each has a chance to be plaintiff, defendant, and judge. After each decision rendered by judge, a brief discussion considers the reasons for the decisions. Finally a summing up is held on the idea of a fair hearing.

Objectives: At the end of this lesson, students should be able to:

1. Define the adversary system of justice.
2. Describe the role of a person in history.
3. Argue for a given side of an issue.

Procedures:

A. After class has been acquainted with the facts of the different land claims prevalent in the western United States, the teacher tells them that they will have an opportunity to take the role of either a sheepman, cattleman, farmer or judge and argue/decide a case in a court room.

The lesson is based on the assumption that the U.S. laws were in force over this area and courts are available (even if only a town judge). Students need to know the following instructions prior to start their cases.

1. The teacher divides the class into groups of three. Extra students may observe a trial and pretend to be a judge making his own decision.
2. The teacher writes three words, *judge, plaintiff* and *defendant* on the board. He writes that the judge must see that both sides have a fair chance to present their cases. The judge should not constantly interrupt or dominate the proceedings but may ask questions.
3. Each student in the groups of three chooses a part.
4. The teacher hands out the court cases.
5. When everyone has reached a decision about the case (5-10 minutes) each judge gives his decision and reasons for it. The class tries to decide together what was the issue of the case.
6. The teacher lists decisions on the board to see how agreement turns out. Students notice as different arguments are used, different decisions are reached.

B. Roles rotate the next case is conducted etc.

C. Following the simulation, these questions are used to debrief:

1. Which is the most difficult role to play? Why?
2. How well (realistically) did the participants play their roles?
3. Were the judges decisions fair?

*Harcourt Brace Javanovich Inc.; level IV.

Case I:

1. Plaintiff is cattleman.
2. Defendant is sheepman.
3. Plaintiff moved to area five years ago. He has a herd of 1,000 cattle. When he started his cattle drive, he ran his cattle smack into the defendant's sheep at the local watering hole. The water hole was on public land but the cattleman had never seen sheep there before. He demands that the defendant pay him $20 per head for each of his dead cattle since defendant's sheep made the cattle stampede. What is the issue?
   How would you decide? Why?

Case II:

1. Plaintiff is farmer.
2. Defendant is a sheepman.
3. Plaintiff recently came to Zopeka area and used his money to buy previously public land. He fences off part of it and marks the rest just with stakes so people would know he owns it. Defendant had always grazed his sheep on this land and continued, even after plaintiff bought the land. Defendant does not tell him personally that it his land. Plaintiff planted wheat in one field at a cost of $100 and expected a profit of $200. The sheep ate the wheat; plaintiff asked for a total of $300 to pay for his lost wheat?
   What is the issue?
   What would you decide? Why?

Case III:

1. Plaintiff is cattleman.
2. Defendant is farmer.
3. Defendant has just bought his farm and the local water hole is on the border of his farm but all the water is on his property. He hates cattle and the first thing he does is drain the water from the water hole through a ditch further into his property. Plaintiff sues the defendant after his prize bull dies from thirst. He wants not only $500 for his bull but the opportunity for water to build up in the water hole again for his use.
   What is the issue?
   How would you decide? Why?

Evaluation and Assignment: The teacher encourages the judge to explain the arguments that occurred in his group. What facts most influenced his decision? (Remember, plaintiff and defendant can make up facts to fit the case.)

Topic: LEGAL RESPONSIBILITY

Topical Question: When should persons be held legally responsible?

Time: 2 class periods

Materials: Props for role playing (brought in by students.)

Resource People: Local attorney, parents

Rationale: When living in society, everyone must be aware of the ways their actions can affect the lives of others. Every day students unconsciously commit acts that can pose legal problems to themselves and to their families. This lesson has been developed to help students recognize that these problems do exist.

Content: Students asked to think of and role play situations that can arise in their home and community. Each role play is followed by a discussion involving students, parents, teachers, and a lawyer. The discussions are aimed at explaining the consequences of the actions in the role plays.

Objectives: At the end of this lesson, students should be able to:

1. List some of the criteria used to determine when persons should be held liable.
2. Identify situations for which persons would be held liable.
3. Discuss ways in which those persons found liable should be held accountable.

Procedures: *DAY ONE:*

A. Teacher sets up a "surprise" role play with two students in the class.
   1. These students enter the class after the other students are settled.
   2. One student claims that the other student pushed his head at the water fountain, causing him to break a tooth. The student involved in pushing claims he did it as a joke.

B. Whenthe role players enter the class the teacher discusses the situations with the role players and then opens the situation to a class discussion. The discussion should include:
   1. Facts of the case
   2. Issue of the case
   3. Feelings of the people involved
   4. Parental feelings
   5. Values
   6. What should be done
   7. Liability and the law

C. After the discussion, the teacher explains that this experience was a role play but could really have happened. They recall situations in which they could have been liable. (Discuss any situations that arise using steps one through six in step B.)

D. The teacher tells the students that a lawyer will visit the class to help them understand liability and the consequences of acts that can cause unintended harm to others.

E. The teacher divides the children into groups to develop a role play of a situation in which someone could possibly be held liable. (These role plays will be presented and discussed on Day Two.)
   Role play examples:
   1. Sue leaves her roller skate on the sidewalk in front of her house. Mr. West falls on the skate and breaks his ankle.
   2. Jerry pulls the chair away just as Mike is ready to sit down. Mike falls and hits his head on a table. He has a concussion and must be hospitalized.

3. John's dog ran across the street and bit a bicycle rider.
4. Abe threw the baseball bat and broke Fran's nose.
5. Jack and Joe were fighting. Joe hit Max who was just watching.

DAY TWO:

A. The class reviews the concept of liability.
B. Students present role plays they:
   1. Present one role play at a time.
   2. Discuss the facts of the situation.
   3. Discuss the liabilities of the situation.
   4. Discuss the possible outcomes. (The guest is an important part of this discussion period. As a person who deals with similar situations in the courtroom, he/she will be helpful in relating the way the law interprets the situation. He/she will also help the class understand how one small change in the facts can alter a decision.)
C. Summary
   1. The students relate several criteria used to determine who is responsible for certain damaging acts.
   2. The students discuss several ways in which persons found responsible are held accountable.

Evaluation: The students make up a situation in which someone is held responsible for an action. The student is asked to:

1. List several reasons why the law would hold the person liable.
2. Tell the possible action taken by the courts in this situation.

Assignment: The students invite their parents to participate in the role play discussion period. A committee might write an invitation to be sent to all parents.

Topic: BICYCLE SAFETY AND RESPONSIBILITY

Topical Questions: In what ways are you responsible for your bicycle? What rules must you obey when riding your bicycle?

Time: 1 - 2 class periods

Materials: Film, *The Day the Bicycles Disappeared* or the film, *Willie's Second Chance.* (Both of these films can be borrowed from the Maryland State Police Film Library in Pikesville (486-3101.)
Paint
Art Paper
Magazines and any other art supplies needed to complete the art project.

Resource People: Policeman – (A state trooper will bring the film and discuss the safety rules and laws for bicycle riders.)
See "Use of Resource People."

Rationale: Many serious and even fatal bike accidents occur because boys and girls do not follow safety rules for the bicycle and its rider. This lesson helps the student realize the responsibilities he/she has as a bicycle owner and rider.

Content: Students view a film on the rules of bicycle safety and maintenance. The film is followed by a discussion on the laws, maintenance standards, and necessity of laws for bicycle riders. A project of the child's choice dealing with bicycle safety rules is completed by individuals or groups for display, discussion, and reinforcement.

Objectives: At the end of this lesson, students should be able to:
1. State the safety features every bike should have.
2. State three laws to follow when riding a bicycle.
3. Give reasons why laws for bicycle riders are necessary.

Procedures:

A. The teacher asks the students if they have ever had any unhappy experiences while riding a bicycle:
Students share these experiences. They:
   1. Examine the facts of the situation.
   2. Explore ways the situation(s) could possibly have been avoided.

B. The teacher shows the film, *The Day the Bicycle Disappeared* or the film, *Willie's Second Chance.* He tells the students to look for two kinds of information while watching the film:
   1. Laws they must follow when riding a bicycle.
   2. Maintenance requirements and accessories needed on bicycles to provide for safety.

C. After the film, the policeman and/or teacher discuss the film in terms of:
   1. Laws bicycle riders must follow.
   2. Safety features needed for all bicycles.
   3. Ways the riders are responsible for their bikes.
   4. Understanding why laws for bicycle riders are necessary.

D. As a review of bicycle safety laws and features, students pantomime various situations that could occur while riding a bicycle. The pantomime can be one where the law is followed or is broken. The rest of the students try to guess the rule that is followed or broken. If a rule is broken, the student should tell the right thing to do.

E. A project of the child's choice dealing with bicycle safety is assigned. Information can be presented in the form of:
   1. posters
   2. collages

3. plays
4. dioramas
5. questionnaires
6. graphs
7. charts, etc.

(Groups or individual projects are acceptable.)

Evaluation:

1. The students complete statements that will tell what they should do in various situations. Example: When you come to a red light you should _____
2. Students draw five signs or signals found on roads and explain what they mean.
3. Students write a paragraph explaining why laws for bicycle riders are important.

Assignment: Children complete a project of their choice, Part E.

Topic: HONESTY VERSUS STEALING

Time: 6 - 10 class periods

Materials: Values in Action BS 145 #8, *Sticky Fingers; Juvenile Problems in Law - Law in Action Series,* pages seventy-three, seventy-four; *Shoplifting,** film (available Law Education Office).

Resource People: Maryland state trooper (See "Use of Resource Persons")

Rationale: To help children recognize and determine which responsibility has priority: the responsibility to be honest or responsibility to friends.

Content: After a short discussion, the class views the film, *Sticky Fingers,* Students develop facts and issues. Constructive activities enforce issues and facts, as well as the decision involved, include a choice of a collage, a debate, or a mobile. The film, *Shoplifting,* is viewed by the class, and a state trooper answers questions. Students choose to interview local store owners, to construct cartoon strips, or to make posters to be placed on a bulletin board.

Objectives: At the end of this lesson, students should be able to:
1. Discuss why there is a law against stealing.
2. Define the degrees of theft.

Procedures:

A. The teacher introduces the lesson with questions:
   1. Have any of you ever owned something that you liked very much?
   2. Have you ever seen any examples of a law having been broken? (Teacher allows the children to discuss these questions and answers among themselves.)

The teacher says, "Today we will see a filmstrip about a group of friends who have been taking candy, gum, and other small items from local stores in their neighborhood. Watch this film to see how you might solve the problem of petty thievery."

B. Students view the film, *Sticky Fingers,* using the stop action technique. At these intervals, they discuss portions of the film.

C. A student lists the facts and the issues of the film on the board as they are discussed.

D. The class is divided into three groups. The first group makes a collage presenting the facts of *Sticky Fingers.* The second group makes a mobile. The third group prepares a debate discussing whether the girls in the film should return the money or not and prepare to explain. Each of the three groups makes a presentation.

E. Teacher refers to page seventy-three and seventy-four in *Juvenile Problems In Law.* The children read and study the diagrams on page seventy-three. Volunteers role play each of the situations in the diagram. Students discuss the questions on page seventy-four.

F. A policeman views the film, *Shoplifting* with the class. At the conclusion of the film, the policeman answers questions the children may have.

G. Children volunteer to interview a local store owner to receive views on shoplifting. These children write newspaper articles to be placed on the bulletin board.

H. Each child constructs a poster or a cartoon strip portraying his own ideas about shoplifting to be placed on the bulletin board.

Evaluation: Circles of Knowledge – Students tell something they remembered or learned concerning shoplifting. This continues all the way around the circle until everyone has had a chance to talk.

*"Shoplifting" ACI Films Inc., 1974: Community Protection and Crime Prevention Series.

Topic: HOW RULES ARE MADE

Time: 1 - 2 class periods

Materials: Film, *How a Bill Becomes a Law** and the handout (included).

Rationale: To aid students in their understanding of the inner complexities of lawmaking.

Content: Students learn how rules are made in our system of democracy. They develop rules for the classroom and the school itself. They learn how rules are made through direct participation in the decision-making process. The lessons culminates with the film, *How a Bill Becomes a Law.*

Objectives: At the end of this lesson, students should be able to:

1. Discuss the different methods of determining rules or laws.
2. Discuss how rules or laws are changed.
3. Discuss why rules are necessary in our society.

Procedures:

A. The teacher states,

1. "The people in a Democracy have the power to determine the rules or laws under which they live. They need rules for the settlement of disputes, and, for the organization of their system of government. *Law* is the set of rules which the government enforces through it's police and courts so that people can live together peacefully in a community." At this time, the teacher asks the following questions and records the answers on the board:

"If there were no laws, what would happen?"

2. After this question has received sufficient discussion, the teacher states the following: "Rules are constantly being changed to reflect changes in the customs and desires of the people."

3. The teacher asks "How are rules or laws made?"

(Lists the answers on the board, discussing each as they come up, trying to encourage more possible answers.)

4. "How are rules or laws made?"

(Lists the answers on the board.)

Possible Answers:

a. Pressure from public opinion to change the law.
b. Some of the men who made the law may be defeated in an election because other men promise to change the law.
c. The law may simply not be enforced.

B. *Rules Game:*

The students are divided into groups to determine what rules they believe are necessary for their school system.

1. Five or six students are assigned to a group with one student designated as principal, two or three as teachers, and one or two as students.
2. Groups are separated so there can be no interaction or borrowing of ideas from other groups.
3. Each member must be given an opportunity to express his opinions either for or against each rule proposal. Students record the rules they select and possible opinions for or against each rule proposal. They also record possible punishments for violators.
4. The teacher does not tell the students how to come to their decisions as to what rules to adopt or how to adopt them. Possible outcomes are:
   a. Arrival of decisions by a group process and majority vote.
   b. Dominant figures emerging such as the principal or the teachers making all the rules.

After a predetermined amount of time, the students are separated and given the following questionnaire: (They do not put their names on them and they work separately.)

*How a Bill Becomes a Law, CCM Films

Questionnaire

Do not put your name on this paper. Answer all questions as honestly as possible.

1. What role did you play in your group?
   a. Principal
   b. Teacher
   c. Student

2. How many rules did your group make?

3. Did you, a. strongly agree, b. moderately agree, c. moderately disagree, d. strongly disagree, with the majority of rules made?

4. Who do you feel was the most outspoken member of your group?
   a. Principal
   b. Teacher
   c. Students
   d. No one

5. Do you feel that the group acted:
   a. In favor of your suggestions
   b. Against your suggestions

6. Do you feel that the rules you developed were:
   a. Good rules
   b. Fair rules
   c. Poor rules

C. A few students help the teacher compile the answers which are listed on the board. The teacher and class discuss and compare the answers given on the questionnaire to the answers already on the board, from the previous questions, "How do you think rules or laws are made?", and, "What happens when people make an unpopular law?"
After the discussion of the questionnaire is completed, the students return to their groups and begin a class discussion about the rules they developed for their school, why they adopted these, and how they felt about the ways in which these laws were made.

D. Follow-up discussion progresses along one of these lines:

   1. A panel discussion of the ways the rules for the school were adopted or of the need for the rules selected.

   2. A group discussion covering all aspects of the topic covered.

   3. A debate for or against certain rules proposals.

E. Culmination of this lesson is the showing of the film, "How a Bill Becomes a Law," using the stop-discussion technique.

Evaluation and Assignment:

1. A collage on rules.
2. A paper on the need for rules.

Topic: THE NEED FOR RULES

Topical Questions: Why must we have rules?
Where do we practice rules?

Time: 1 class period

Rationale: To draw parallels between home and school rules and to point out the universal need for rules.

Content: As the children enter the classroom they are greeted by a list of "silly rules" that they are told they must follow throughout the day. The children express their feeling toward the rules and discuss how the rules are not necessary.
Children talk about the rules that they follow at home. They discuss why they are important and they discuss who makes them at home. Rules within the school building are also discussed. The principal or vice-principal discusses the rules and the reasons for these rules. The children discuss their roles in the school and how the rules help them in their roles (responsibilities).
The children complete an art project demonstrating rules that are followed at home and at school. Those projects will be shared.

Resource Person: Principal or vice-principal (See Use of Resource People)

Materials: Chart, crayons, and paper

Objectives: At the end of this lesson, students will be able to:
1. Identify rules at home and school.
2. Discuss and explain the reason for rules.
3. Discuss and explain why rules are necessary at home and in school.

Procedures:

A. The teacher asks, "What did you think of the new rules you followed today? Why do you think they were silly?" "Do you think that these rules help you to study or to get along any better with your classmates?" "Can you think of any reason for following these rules?"

B. The teacher asks the students to divide into groups to discuss the questions on the board:
   1. What is the most important rule in your home?
   2. Why is it important?
   3. Who makes the rules in your home? Why?

   This activity can also be done as a role playing situation. The children divide into groups and decide on important roles in their homes and act out several of these roles. (Their acted rules are listed, compared and discussed. (See questions above).

C. The principal or vice-principal visits. The children review with him the school rules that were followed last year. He states and reviews school rules, and the children discuss the rules and why they are necessary.

D. The teacher then discusses the following questions with the students:
   1. Why are you in school?
   2. What do I expect you to do in this class? (These ideas will be listed).
   3. So you think the rules you discussed with the principal will help you to be better students?
   4. Are there rules that we could list that will help us to get along with each other?
   5. Are there rules we could list that will help us to do our job in the class?

E. The children role play a given situation to demonstrate a home rule or a school rule. Other students identify the rule or rules and state reasons for that rule.

F. The children draw a picture illustrating a rule at home or at school. The children pick their favorite cartoon characters and have these characters illustrate a rule at home or in school. The children share their pictures and explain what is illustrated.

Evaluation: The evaluation of this lesson is the discussion and the picture drawing.

Topic: SETTLING DISPUTES

Topical Questions: What do you do if a dispute between two parties occurs?
Why is it important to arrange for settlement of disputes?

Time: 5 class periods

Materials:
1. Dispute-producing cases on level of students.
2. Chart paper, magic marker
3. *Foundations of Justice* filmstrip kit*. (Sunshine Valley)
4. Conflict, Freedom, and Politics, Quigley and Longaker** (Teacher reference)

Resource People: Public defender, judge, master, probation officers, law students.

Rationale: To reduce frustrations that occur when disputes arise. The challenge of this plan is to build the students' desire for democratic settlements of disputes which occur. Students should see benefits of hearing each other out and accepting individual differences.

Content: Role playing and involving pro se court*** (judge, plaintiff, defendant) are organized for purposes of settling disputes and making decisions.

Objectives: At the end of this lesson, students will be able to:
1. Identify reasons for disputes.
2. State reasons for settling disputes.
3. Discuss the need for having other than the disputed arrange settlement.
4. Conclude by stating the fact that to be fair and just is the essence of dispute settlements.
5. List ways conflicts may be resolved.
6. Identify sources of disputes.

Procedures:
1. Students play a relay in which two groups of five students pass a white tissue to see who keeps the tissue the neatest or the teacher creates a similar experience whereby the results are so nearly the same. A dispute naturally arises which proceeds five to ten minutes with substantial argument but no agreement.

2. Other pupils offer their arguments and students are listed on the board by the side of the argument they represent.

3. Pupils relate experiences involving them in disputes.
   Examples:
   a. The paper is on my desk, so it is mine, etc.
   b. The ball was left on our play area, so we had it first, etc.

4. Teacher determines how students have settled their disputes.

5. Students discuss how a decision was made and fairness of the decision.

6. The teacher sets up imaginary disputes that are common to students. Students become involved in pro se court where a judge makes the decision for settlement of dispute, and students are plaintiff and or defendant. Several groups work on the same case. Judges' decisions are tallied after discussing why the decision came about.

*Foundations of Justice kit: Law in American Society Foundation; Foundation of Justice Series; Charles Merrill Publishing Co., Columbus, Ohio.
**Conflict, Politics, and Freedom; Charles N. Quigley, Richard P. Longaker: with Committee on Civic Education, Univ. of Calif.: Ginn and Co., 1968.
***Pro-Se-Court: Adapted from Law in American Society, Journal of the Natonal Center for Law-Focused Education; Vol. Two, Number Two, May, 1973.

7. Pupils discuss why decisions are not made easily.

8. Students discuss how laws help decision making and solve disputes.

9. Pupils read cases and define the issues and the facts and determine how a decision is made based on that.

10. Teacher shows *Sunshine Valley* filmstrip, following suggestions in manual for resolving conflicts.

Evaluation:

1. Teacher gives pupils cases with unresolved endings.
2. Pupils role play and make decisions after discussion.
3. They compare their decisions with actual decisions.
4. Pupils state five needs for law in writing.
5. Pupils illustrate the facts, issues, and decisions of a case in collage form in small groups.

Assignment:

1. Students write two cases involving two individuals or groups.
2. They resolve the cases by role playing pro se court.

IMAGINARY DISPUTES

1. Mark starts building a tinker toy design on the carpet. Ellis claims the design overlaps his desk area when he moves his desk back from a group activity. Mark can't move his structure, but Ellis puts the desk there. Mark argues that he's not in the way.

2. Fred, who exchanges comic books monthly with a friend, says that the books he received this month were cheap and won't exchange with the friend for next month.

Topic: WHY DO WE HAVE RULES?

Time: 2 class periods

Materials: Paper clips

Rationale: Children are confronted with rules in just about every situation they face. Many times they feel that these rules are unfair and are designed only to make their lives more difficult. It is important that children understand the need for rules.

Content: Students work in groups of people (two or more) and realize they must have rules in order to function. When functioning in the same activity, they abide by the same rules to insure smooth and fair operation.

Objectives: At the end of this lesson, students should be able to:

1. List the reasons that rules are needed.
2. List the reasons that uniform rules are needed.

Procedure:

A. The teacher organizes the first group activity:
   1. Students are seated in a circle. In the middle of the circle is a box of paper clips.
   2. The teacher tells the students that they are going to play a game, using the paper clips. The only direction given is, "Begin."
   3. As students realize that it is impossible to play a game without being given a set of rules, a discussion should begin as to why rules are necessary. Why was it difficult/impossible to play the game?
   4. Ideas from this discussion are listed on the board.
   5. The entire class, having agreed on the need for rules, then devises a set of rules for the game. They are listed on the board. The game is played according to those rules agreed upon.

OR

   6. The teacher gives the following rules for playing the game.
      a. The class is divided into equal sized groups. (If possible, limit group size to four, five, or six)
      b. The first person in each line receives two paper clips while everyone else receives one.
      c. The first person connects his two clips, passes them to the person next to him, and sits down.
      d. Each player in turn connects his clip to the chain, passes it on to the next person, and sits down.
      e. The first team seated with a completed chain is the winner.
      f. Discussion – Why was it easier to play the game when rules were given?

B. The teacher then presents phase II:
   1. The class is divided into two or three groups.
   2. Each group is directed to make up rules for another game using the paper clips.
   3. Children are given adequate time for planning and play of the game.
   4. The class is called together. Each group plays its own game at the same time.
   5. Can a class winner be determined? Why will it be difficult/impossible? (List reasons given on the board.) Children determine that it is impossible to play and determine a winner when everyone does not follow the same rules.
   6. If time permits, each group presents its rules to the class and the game is played according to each set.

Evaluation: Students view the film – "Shiver, Gobble, and Snore."*
The class discusses the need for rules in this situation.
(Optional open-ended questions) Are there any situations in which rules are not needed?

*Why We Have Laws: Shiver, Gobble and Snore; Basic Concepts Series: Learning Corporation of America (Steven Bosutov Productions, 1970)

Topic: DUE PROCESS

Time: 3 - 4 days

Materials: Dittos with situations listed in Part C

Rationale: Students often feel that they are punished for little or no reason. They also feel that the actual punishment is unfair. If students and teachers work together to explore the due process of law, perhaps they can work together to set up better classroom procedures. Such procedures would be considered more fair than those that previously existed.

Content: The following due process procedures are explored:

1. A person is considered innocent until proven guilty.
2. A person must be informed of what he or she has been accused of doing.
3. A person has a right to confront his/her accusor and ask that person questions.
4. A person cannot be forced (either psychologically or physically) to testify against himself.
5. The punishment should suit the offense/crime.

Objectives: At the end of this lesson, students should be able to:

1. State his or her rights under due process of the law.
2. Recognize a violation of due process when given examples of situations.
3. Match suitable punishments to given offenses/crimes.

Procedures:

A. The teacher surveys the students' knowledge of the rights of citizens under due process of law. (It is assumed that students have some knowledge of the Bill of Rights and its purpose.)

B. The teacher presents the following situations to the entire class for discussion. It should be decided whether or not each thing should be done according to one's rights under due process of law.

1. Should Ms. Barker punish Joey for taking John's pencil if:
   a. John has said he saw Joey do it? (No)
   b. Joey has admitted taking the pencil because he doesn't like John? (Yes)
   c. Should Ms. Barker punish Joey by not allowing him to eat lunch in the cafeteria for a week? (No)
   d. What would a fair punishment be:

2. Mr. Erik was told by Paul that Sally stepped on Valerie's lunch.
   a. Should he punish Sally without telling her why? (No)
   b. Should he threaten to make Sally stay inside during playtime unless she confesses? (No)
   c. Should he allow Sally to ask Paul questions about what he saw? (Yes)

C. The class is broken into groups of four or five. Each group is given the situation below and must choose the solution that does not violate due process of law.

1. Neil's talking disturbed not only Mr. Dennis, but also the group he was working with. Should Mr. Dennis punish Neil by making him stand in the corner for the rest of the reading time or by making him sit away from the class for the rest of the reading time.?
2. Paula's science book is missing. Joan said that she saw Kathy near Paula's desk. Should Ms. Andrews punish Kathy on the spot or get the three girls together to discuss the situation and then decide whether or not anyone should be punished?
3. There was a fight on the school bus. Three people said that they saw David start the fight. David refuses to say anything about what happened. Should the principal suspend David because he refused to talk?
   * – Extra – How should the principal determine what type of action should be taken? (This would be a good time to say that refusal to testify on one's own behalf does not imply guilt.)

D. After an alloted amount of time, each group reports its decision to the class, along with its reasons for reaching that decision.

E. Children remain in groups of four or five. They are presented with the situations in Part B, but the alternatives for solutions are missing.
   1. Roles are assigned. The teacher or principal must find a solution and must resolve the situation in some way.
   2. After each play, the members of the group evaluate the solution according to the rights of due process.
   3. Group experiences are shared with the rest of the class.

Topic: THE JUVENILE JUSTICE SYSTEM

Time: 4 - 5 days

Materials: Video tape, *Maryland vs. Trouble* developed and available through Law Education Program for the Schools of Maryland.

Resource People:
1. Local representative of the youth service bureau or the department of juvenile services.
2. Law school student, University of Baltimore Law School, University of Maryland School of Law, or local attorney
3. Local attorney

Rationale: To expose the students to the juvenile justice system.

Content: This lesson gives the students a clear understanding of the juvenile justice system through the study of a case on shoplifting.

Objectives: At the end of this lesson students should be able to: have a clear understanding of the role of the following people involved in the arrest of a juvenile:
1. Define the role of each of the following people involved in the arrest of a juvenile:
   a. Intake officer
   b. Private attorney
   c. Master of juvenile court
   d. Police officer
   e. Public defender
   f. States attorney
   g. Defendant
2. Describe the probable results of shoplifting in a juvenile court.

Procedures:

DAY ONE:

A. Teacher says, "For the past few days we have discussed the topic of shoplifting, why it is wrong, and the negative effect it has on our society. We are now going to discuss what happens when a juvenile is caught shoplifting."

B. Teacher introduces the representative from the youth service bureau or the department of juvenile services to discuss the role of juvenile services in general and more specifically the job of *intake officer*.

C. A question and answer period follows.

DAY TWO:

A. Teacher shows video tape, *Maryland vs. Trouble*. He uses the stop-action technique to answer questions and clear up any confusions. Teacher stops the tape *before* disposition is made.

B. Teacher gives students an objective type worksheet i.e. matching, fill in the blanks, etc. to evaluate their understanding of the roles played by each person on the video tape.

DAY THREE:

A. Students discuss above assignment.

B. Students discuss the case of Tom Trouble.

C. Teacher divides class in two: Those who feel Tom's case should be dismissed and those who feel that he should be placed on probation or in a training school. The class debates this case.

(It is advisable that an attorney, law school student, or someone from juvenile services be present to clear up any legal questions that may arise.)

D. The teacher shows disposition of case on video tape.

DAY FOUR:

Evaluation: The teacher divides class into small groups. They create a shoplifting incident and through role playing, act out scenes. They take turns being defendant, attorney master, intake officer, parent, etc. They then discuss how they felt in each role.

Topic: UNDERSTANDING THE LAW

Time: 3 class periods

Materials: A multi-disciplinary approach to Social Studies in Grade 5, Unit II – History of Maryland (should be completed to Experience IV).

Resource People: Local Attorney

Rationale: To help students become acquainted with laws and to clarify their understanding of them.

Content: Students brainstorm "laws" they have knowledge of. The students start with concepts they have and, through parent help, a resource person, or teacher direction, clear up some misconception they may have.

Objectives: At the end of this lesson, students should be able to:

1. State at least one law meaningfully in his own words.
2. Write in a paragraph why he thinks this law *is* or *is not* essential.

Procedure:

1. Students discuss crime and punishment in early Maryland.

2. They brainstorm and each student tells a law he thinks now exists. The teacher lists *all* suggestions on the blackboard. The students analyze the list and each chooses one "law" he would be interested in verifying or researching. (See Brainstorming Approach in this Handbook) The students copy their "law" and take it home to discuss with their parents. They see if the parents think it is a law. Students bring back a written statement about the parent's reaction to the law and their input into the understanding of that particular law.

3. In the next class period, students discuss the laws and the parents' input. The class chooses several laws which they believe are valid.

4. The teacher divides the class into groups to discuss them and make a list of questions that might arise which would determine when the law is really broken.
   Example: List what you think would be questionable in deciding *when* one is disturbing the peace. The group writes this assignment to hand in.

5. As a final step a lawyer discusses several of the laws, their implications, and relevant cases. (The lawyer's briefed as to the laws he would be expected to discuss. He could see the papers the groups did in the previous exercise.) See "Use of Resource People."

Evaluation: The students write a paragraph devising a situation in which they pretend there is no law to control the situation. The students predict what they think could happen.

Topic: AUTHORITY

Topical Questions: What are the human needs involved in rule making? When does it become a necessity for a community or society to establish rules or laws? How does the rule or law function? What values are encouraged or protected by the rule or law?

Time: 3 class periods

Materials:
1. Cards containing the information for the simulation game for small groups.
2. An evaluation sheet of questions for small groups.

Rationale: Rules are for our own protection, not just to please the authority and create a means for punishment.

Content: The students first discuss the situations which occur daily in their school environment that create conflicts. The class breaks into small groups of five or six students. These groups are given directions to simulate an incident. At its conclusion the group decides on answers for the questionnaire. The teacher debriefs and the group responses are listed on the board.

Objectives: At the end of this lesson, students should be able to:
1. List the basic human needs involved in conflict situations.
2. List at least two causes for the conflict simulated.
3. Write a rule or law that would prevent future conflicts.
4. Describe what probably will happen the next time such a conflict arises.

Procedures:

A. The teacher asks for examples of instances in which the children have had conflicts within the present class environment. For example, he asks the students what procedures are generally not followed well and lead to arguments or fighting. (These instances are listed on the chalkboard for the purpose of a later discussion.)

B. The teacher introduces the idea of simulating one of these incidents for the purpose of finding ways to resolve future conflicts. Simplified procedures for the simulation game are listed on the card. The class is broken into groups for counting off.

Simulation Game Directions:
1. The group chooses a leader.
2. All participants read directions and the case study.
3. Roles are chosen by volunteering, first or assignment by the leader.
4. The group talks about how to act out this case study.
5. The group sets up the acting area using some object to represent the water fountain. (Be sure to remove any objects which might injure.)
6. The students use only light taps if hitting and pushing occur.
7. The students act out the scene.
8. The leader signals the end to the action when the conflict seems to have ended.

Simulation:

The teacher has dismissed the class for a break to go to the bathroom and get a drink at the water fountain. Several students are at the water fountain when the teacher says that time for the break will be up in 2 minutes. The student drinking at the time refuses to stop.

When acting your role, think about these questions:
1. Why does the student refuse to stop drinking?
2. What might be the reasons why others want a drink?
3. How will the students feel in these roles?
4. What actions will these students take to end the conflict?
5. In this conflict, would having just had a play period outdoors on a hot day, or going to art class right away create different feelings than just going back to the room to finish math problems?

C. The groups then reassemble in separate classroom areas and discuss the questions asked on the evaluation form.

Evaluation Form:

1. What needs were not being taken care of in this conflict?
2. What causes were there for this conflict?
3. What rules do you suggest?
4. What will these rules do to the conflict in the future?
5. What values will your rules protect?

The group select a secretary to record the answers the group agrees upon. When most groups are finished, the teacher directs all groups to return to the normal classroom setting. On the board, the teacher has the same questions listed, but as column headings.

As each group gives its answers, the teacher records them in the correct column. The teacher leads the discussion with such questions as:

1. What are the most common answers in each column?
2. What were the reasons for the different answers? (This question is directed at the group involved.)
3. What is good about each rule?
4. What is bad about each rule?
5. How will these rules change the environment of the school society?
6. How do you feel about adapting and living with these rules?

The teacher tries to bring out the ideas that time will be saved in the future, society is safer, and there will be a more peaceful situation as a result of these changes. The discussion also brings out the fact that society in general has to take all the factors listed on the evaluation form into account when a law is passed.

Evaluation and Assignment:

1. The students, working with a partner, take another conflict from the list given in the initial discussion and analyze it by the use of the evaluation form.

2. Students list those laws in our community which are to protect people. (speed limits, signs not to smoke or litter, etc.)

3. Students list those laws in our community which are to protect property. "No dumping," "No trespassing," etc.

Topic: WHY WE NEED RULES IN OUR SOCIETY

Time: 2 - 3 class periods

Materials: Filmstrip, *What Do You Do About Rules.* Guidance Associates* of Pleasantville, N.Y., a subsidiary of Harcourt Brace Jovanovich, Inc.

Content: The students discuss and discover the need for rules (laws) if they are to live in a peaceful society. They discuss reasons for rules, some of the rules they as students must follow, and rules that their parents must obey. This lesson culminates with a filmstrip and a discussion and review of the materials presented.

Objectives: At the end of this lesson, students should be able to:

1. Identify and discuss the reasons why rules are needed in our society.
2. Demonstrate basic ways rules are made and changed.
3. Realize that rules are laws which we must obey to get along in our family, school, community, state and country.

Procedures:

A. Before beginning this lesson, the teacher chooses five students to help with the project. He tells them basically what the objective of this lesson is, and that given them a predetermined signal, they are to begin to act disorderly in class. (Ex. have them take an object, such as a pencil, of another student, run around the classroom, talk loud, push each other or another student, pick on a member of the opposite sex, etc.) See note 1 at the end of lesson.

B. The teacher asks, "Why do we need rules or laws, whether in school or the community, to get along?"
   1. He lists their reasons on the board. After they have discussed these possible reasons the teacher asks: "What are some of the rules that you have to follow – at home, school, or in the community?"
   2. He lists these reasons on the board next to the others. "What are some of the rules that your parents must obey?"
   3. At this time, the five students received signal to begin to act disorderly in class for approximately one minute. The teacher continues his discussion of some of the rules we must follow.
   4. At the end of the disturbance, the teacher asks the two students who were to record the others' reactions to report to the class. He asks some of the students who had borne the brunt of this misbehavior to discuss their feelings. The teacher goes back to the board and reviews the reasons for rules to see which of these were violated by the disorderly students' conduct.

C. The teacher introduces the first filmstrip, *"What Do You Do About Rules?"* The focus is on discussion that leads to moral development.

   After viewing the filmstrip the teacher asks a few questions to make sure the children understand and are aware of the dilemma presented in the filmstrip. Students review the names of the characters. Possible routes for discussion and review of the filmstrip would be:
   1. Panel discussion with brief statements from each member followed by questions and answer.
   2. Group discussion.
   3. Small group discussion (4-5 students per group).
   4. Debate (developing pro's and con's of the issue.)

*What do You Do About Rules – First Things: Values Series; Guidance Associates, 1972.

If too many children think Sam Wilson should obey the rule, one of the following questions stimulates further discussion:

1. Wouldn't a good son just believe his father – take his work and trust that he had a good reason to be in the bank?
2. Why do you think the Cat People have a rule about never revealing their identities?
3. Can Marcus be sure to keep the secret?

D. The teacher introduces the second filmstrip to the class by a short review of what occurred the previous day. After viewing this filmstrip, the following questions stimulate discussion:

1. What should happen if the Cat People jury cannot agree on a fair punishment? How could they come to a decision?
2. What do you think should happen if "Cheetah" is not punished, and, afterwards, his son Marcus tells about his father's secret identity?

Possible ways of leading this discussion could follow those outlined in "C" of this lesson.

Evaluation and Assignment:

1. The children role-play what happens after the filmstrip ends.

or

2. The children write stories about how they think the filmstrip should end.

Note 1:
Out of the five students designated to cause trouble, the teacher picks two to record and make observations about how the other students reacted.

Topic: RULEMAKING

Time: 3 class periods

Materials: A multi-disciplinary approach to Social Studies in Grade 5 Unit II - History of Maryland, (should be completed to experience III). Role play cards to identify members of group.

Rationale: To aid students in evaluating the use of laws in implementing the start of a society in a new land.

Content: The classroom setting is the situation in which the students are asked to role play certain representatives of the settlers who are coming to Maryland to start a new colony. They form rules in small groups and then come together to justify and accept the rules in a large group (the entire class). Following this acceptance of rules they devise a form of punishments for infractions to implement the rules.

Objectives: At the end of the lesson each student should be able to:

1. Write three reasons why rules in general are necessary.
2. Write at least one valid reason why a certain rule that was accepted was necessary.
3. State one problem which could not have been dealt with effectively without the formation of a system of rules and punishments.
4. Help defend his decision.

Procedures:

A. The teacher sets the stage by telling the students to pretend they have left England and have arrived on the Ark. Before leaving the Ark they must decide on some rules they are going to follow when they land, in order to survive and succeed in the new land.

B. The teacher divides, the class into groups containing six people. Each person in the group is given a card with directions as to his role. The task is to develop a list of rules which might become laws that will lead to a successful colony.

C. Groups come together, and under teacher direction make one class list by combining the group lists of rules. At this point, the class needs to decide the procedure for accepting the rules and then proceed to accept or reject them according to their decision as to how to do this.

D. The final step is to decide as a class how to deal with infractions of the rules and what responsibilities each role player would have in seeing that the rules are employed to make a successful colony.

Evaluation and Assignment:

A. The students go back to their original role-play card. Each rereads the card, and on the back evaluate three rules that are going to help accomplish their particular goal in the new colony. He tells how each rule will help accomplish this and chooses one rule that won't particularly help in his role but that he feels is necessary for the success of the colony.

B. In small groups students make up situations that would need one or more of the rules to be applied before it could be dealt with in a reasonable way. Students tell why the group thinks this situation needs a rule(s) and several ways it could be resolved without rules.

Content of role play cards:

Governor – The king has appointed you the leader. All the colonists do not necessarily accept you as their leader. Your main concern is the success of the colony to make the king richer and to impress him with your ability to run a successful colony.

Priest – You are highly respected and your ideas are always thought to be good. Your main concern is for everyone to be treated equally and with justice.

Indentured servant – you are loyal to your master because he paid your passage over and you must work for several years to repay him. You had no vote in the acceptance of laws in England.

Wealthy landowner – You came to Maryland to increase your wealth. You want the colony to succeed without any great problems. You will be willing to set all the laws, make them simple, and set severe punishments.

Blacksmith – Your services will be very necessary in order to make the colony succeed. You see yourself as a laborer coming from England who could possibly become very successful in Maryland. You own your shop and your land.

Landowner's wife – You are interested in women being treated differently in Maryland than in England. You are trying to have laws included that would improve your standing.

Note to all: You came to Maryland because you couldn't go to your church in England. You want to be sure you are able to worship in your own way in Maryland.

Topic: CONSTITUTIONAL RIGHTS*

Time: 3 - 5 Class periods.

Materials: *The Social Sciences: Concepts and Values,* Level 4, pages 270-271. (New York: Harcourt, Brace and World.) Dittos of Constitutional amendments and court cases to distribute to students, (included)

Rationale: To strengthen understanding of Constitutional rights through participation in decision making.

Content: A discussion is led by the teacher to explain the meaning of the constitutional amendments. After this discussion the class role-plays. Supreme Court judges and decides hypothetical cases. A discussion and explanation of the decisions follow. Finally, the teacher debriefs the simulation.

Objectives: At the end of the lesson, the students should be able to:

1. Apply each case to the Constitutional amendments to which they relate.
2. Demonstrate an understanding of rights and Constitutional amendments by making just decisions.

Procedures:

A. Teacher and students discuss the "amendment ditto" in an attempt to develop an understanding of the various rights guaranteed under the Constitution.
   1. Students explain what rights they believe the amendments provide for them.
   2. Students explain why these rights are important.

B. Simulation Game
   1. Teacher distributes the "case ditto."
   2. The class is divided randomly into groups of five.
   3. The students act as judges in hearing the cases by examining them in terms of the following guides:
      a. Determine which amendment right is involved in each of the cases.
      b. Determine if "Constitutional rights" were denied the accused. If so, list the rights denied.
   4. The students discuss the case and come to a verdict. Each student judge has one vote in deciding the guilt or innocence of the accused. The verdict is decided by a majority rule of the judges.
   5. Each group selects one judge to explain the group's decision to the class.
   6. The teacher records the verdict and the vote of the group. (Example: Group I Case I, Guilty decided by a 4-1 vote).
   7. After the decisions and explanations have been completed for Case 1, the class follows the same procedure for the remaining cases.
   8. Upon completion of the cases, the teacher debriefs the simulation in terms of the following questions:
      a. What were the issues in conflict for each of the cases?
      b. Were the decisions reached by the other groups fair? Why or why not?

DITTOED MATERIAL FOR USE IN THE LESSON:

Constitutional Rights and the Law

The Constitution and it's amendments give many important rights to the people of the United States. The sentences listed below use easier words to explain the meaning and rights provided for in some of the constitutional amendments.

*Appropriate for grades 4 - 8.

Amendment 4
Houses, property, or persons may not be unreasonably searched or seized without a search warrant.

Amendment 5
Every person accused of a crime has the right to a fair and just trial.
a. Right to a Grand Jury indictment;
b. Right not to be forced to testify against himself;
c. Right not to be tried twice for the same offense;
d. Right not to be deprived of life, liberty or property without due process of law.

Amendment 6
Every person accused of a crime has basic rights.
a. Right to a quick and public trial by an impartial jury;
b. Right to be told what crime one is charged with;
c. Right to have a lawyer;
d. Right of the accused to be present when witnesses testify against him;
e. Right of the accused to call witnesses to testify for him;

Amendment 14
No citizen can be deprived the rights of life, liberty or property by the state without due process of law. (Due process is fair and just treatment in enforcing the law and in hearing the court case.)

CASES

Directions: The men arrested in the cases below were tried, convicted, and sentenced to jail or prison terms. They all have asked the U.S. Supreme Court to review their cases. Act as judges and decide the guilt or innocence of the accused.

Case 1
Jim Apple was arrested for armed robbery. After a fair and just trial he was found innocent. Robert Brown, the man who was robbed, felt Jim Apple was guilty. He had charges brought against Apple the next day for armed robbery. This time, Jim Apple was convicted of armed robbery and was sentenced for ten years.

Case 2
Doug Bull was arrested for armed robbery. At his trial, while on the witness stand, he refused to answer an important question concerning the case on the grounds that he didn't have to be a witness against himself. The judge dismissed the jury and ruled that since he refused to answer he must be guilty and he sentenced him to 15 years in the state prison.

Case 3
John Emerson was arrested on a burglary case. Emerson declared he was innocent of all charges and requested a lawyer be provided free by the state, since he couldn't afford to hire one. The state refused his request for right to counsel. Emerson was forced to conduct his own defense. Lacking the skills of a lawyer, he unsuccessfully conducted his own defense. He was sentenced to six years in the state penitentiary.

Case 4
When Bob Charles' family returned home from a vacation, his son's new, red, bike was missing. Mr. Abbott, his neighbor, said he had seen Mike Stone playing near the house and on one occasion he had driven away from the house on a red bike.

Mr. Charles became very angry and he demanded to look in the Stone's house for his son's bike. When Mike refused, Mr. Charles entered anyway to search for the bike. Upon not finding the bike, Mr. Charles apologized for his behavior and returned to his home. The next day, Bob Charles was arrested for trespassing.

Topic: PRANKSTERISM AND INDIVIDUAL RIGHTS

Time: 1 class period

Materials: 16mm sound motion picture projector, screen, projector cart, the movie "Trick or Treat" Values for Grades 4-7 series. Churchill Films (Dimension Films, 1969).

Rationale: To develop an understanding that some petty actions lead to direct conflict with law and law enforcement personnel.

Content: The setting is during a Halloween season. Several young boys decide to trick or treat from door to door. When they destroy a mobile home and injure an occupant they find themselves in very serious trouble. Students learn to weigh their actions during times of social levity.

Objectives: At the end of this lesson, students should be able to:

1. Identify the dangers of pranks.
2. Predict the legal consequences of pranks.
3. State community laws that pranks violate.

Procedures:

A. Teacher introduces the film in a very serious manner. He presents to the students the possibility that some action toward others or their property can lead to arrest, conviction, and juvenile therapy.

B. Teacher shows the film. (Note that any portions of the film which may at the moment appear funny may ultimately result in future punishment.)

C. The class helps the teacher list on the board the actions which clearly violate the laws of your community.

D. The students discuss what will be the punishment for destroying property and injuring a citizen.

E. Students hypothesize what should and will happen to conclude the film? (Film does not have a conclusion.)
   1. Will the boys admit their involvement?
   2. How will the parents react?

Assignment: Students make a list of acceptable forms of recreation and ways to use leisure time. Next to each, they explain how such time can be used constructively to promote good citizenship.

Topic: POLICE IMAGE

Topical Question: How do students view the role of the police?

Time: One to four minutes per student for taping.
1 class period for discussion.

Materials: Tape recorder, one roll of tape and one tape reel.

Resource People: Local officers or other people associated with the tasks of the police. (See Use of Resource People.)

Rationale: The students become aware of their individual attitudes and those of others attitudes toward police.

Content: Students examine their knowledge of the police, critically analyze classmates' understanding, and gather resource materials from various sources.

Objectives: At the end of this lesson, students should be able to:

1. Define clearly their attitudes toward police.
2. Stimulate thinking about the necessity of having police in their community.
3. Explain why some people have conflicts about the image and role of police.
4. Develop a constructive action pattern for any further ideas of involvements with police.

Procedures:

A. Teacher selects one student to operate tape recorder. Students are asked to think about the question, "What is a policeman like? Why?" And to organize their thoughts. Individually, they record their viewpoints on the tape recorder. Each child participates by identifying himself and addressing the question as factually as possible.

B. The teacher listens to the entire recording. It is necessary to establish which children have the most constructive attitudes about the role of police. Negative viewpoints should be carefully considered and saved for advanced units.

C. The teacher acts as a resource person by explaining how some of the students have constructively defined the role of police. The teacher plays the selected tape recordings and children are given an opportunity to give input.

Evaluation and Assignment: Students each list 10 roles of the police officer.

Topic: VALUES, NORMS, AND LAWS AS SOCIAL CONTROLS

Time: 3 - 5 class periods

Materials: *The Social Sciences: Concepts and Values,* Level 4, pages 190-192. (New York: Harcourt, Brace Javanovich, 1970). Dittos of value situations to distribute to class.

Rationale: To underscore the degree to which values, norms, and laws control society's actions.

Content: Upon the completion of *Concepts and Values,* pages 190-192 students discuss values, norms, and laws. After this discussion, the class examines the cases on the Value Situation Ditto. A discussion of the cases is led by the teacher using the value situation questioning technique. Students are asked to evaluate the cases in regard to issues of conflict, norms upon which each case is based, and value-judgments.

Objectives: At the end of this lesson, students should be able to:

1. Identify and evaluate values, norms and laws.
2. Apply valuing processes to already formed beliefs and behaviors.
3. Construct a law for the norm present in each case.

Procedures:

A. The teacher builds a background for the discussion and cases by completing *The Social Sciences: Concepts and Values,* Level 4, pages 190-192.

B. Students discuss the effect of values and norms on the laws which society has established as a means of social control using the questions below.
   1. What are values?
   2. What are norms of behavior?
   3. What are laws?
   4. Is breaking a law more serious than violating a norm? Explain why or why not.
   5. How would the values and norms of society affect the laws that governments make? Explain and give examples.
   6. Why do governments establish laws?

C. Have students examine the cases on the Value Situation Ditto and discuss them using the value situation questioning technique below.

   Suggested Questioning Technique
   For Teachers Dealing with Value Situations

   1. What happened in the episode? (Recall) Who? What? Where? When?

   2. What do you think were the reasons why _____ did _____? Inference. Why?

   3. If this was _____'s reason what does this say about what he/she thinks is important?

   4. (a) If you were in a similar situation what would you do?
      (b) Why do you think you would _____?

   5. (a) What does this say about what you think is important?
      (b) Why do you think it says you think _____ is important?

   6. Based on the actions and values we have discussed, what can you say generally about what people think is important?

VALUE SITUATION CASES

Case 1

Sue and Mary had adjoining lockers in school. Sue was absent from school. During Sue's absence Mary took two pencils from her locker.

Case 2

Bill was the bully in the class. One day he forgot his lunch money. Bill told Fred to give him 50 cent for lunch or he was going to beat him up. Fred was frightened, and so he gave Bill the money.

Case 3

Sam went shopping to buy a birthday gift for his brother. However, he didn't have enough money to buy the book he wanted. When no one was looking, he placed the book under his coat and walked out of the store.

Case 4

Mr. Jones, the principal, disciplined Mark for misbehavior in the classroom. That night, Mark wrote all over Mr. Jones' car with paint and cracked his windshield with a rock.

Case 5

Jim hadn't done his homework. He asked Jack if he would let him copy his answers and Jack refused. Jim threatened Jack, but Jack still refused to give Jim the answers. On the way home from school Jim chased Jack with a stick and beat him several times.

Evaluation:

A. Students list the issues of conflict which are involved in each of the cases.

B. Students write a law based on the norm each case represents. If they believe the law dictated by society is unjust, they explain why.

Topic: ENFORCEMENT

Topical Question: How do you think enforcement of laws occurs in society?

Time: 7 class periods

Materials: 6 Junior Officer badges

Rationale: To help students understand one method of enforcing the rules in their classroom and to experience enforcement.

Content: A select group of students act as the enforcement agents for the classroom laws and report back to the teacher various 'crimes' which have been committed. A pro se court* is set up as a last step in enforcement of laws.

Objectives: At the end of this lesson, students should be able to:

1. Express an opinion about rule enforcement as they pertain to fairness.
2. List the steps involved in the enforcement of the rules.

Procedures: The procedure is conducted in two parts:

Part One:
At the start of the day, the teacher tells the class that he is going to try one method of enforcing classroom laws. Six children, entitled JO's (Junior Officers) are chosen by the teacher to be the law enforcers. The duties of these JO's are to observe the class for the entire day and to note any one who breaks any of the classroom laws. They write down the person's (offender's) name and the offense and notify the person that they are doing this. The entire class is notified that the JO's will be on patrol.

Part Two:
Toward the end of the day, the teacher sets up a pro se court with the teacher acting as judge. Each JO presents his list of offenders and plays the role of the plaintiff and each offender plays the role of the defendant. (Each side needs sufficient time to present his case.) Punishments are not imposed. Merely hear each side out.

Evaluation: After pro se court, the class discusses the various aspects of the day, being sure to include:

1. Students' feelings towards JO's
2. JO's feelings towards students
3. Steps in enforcement
   a. Identifying offender
   b. Letting offender know you are aware of his offense
   c. Making written note of the offense
   d. (mock) Trial
4. Students brainstorm some alternate methods of enforcement. (See Brainstorming approach).

*See Pro-Se-Court Approach

Topic: AUTHORITY: LEADERSHIP

Time: 2 - 3 class periods

Materials: *The Social Sciences: Concepts and Values,* Level 4, pages 22-25. (New York: Harcourt, Brace Javanovich, Inc., 1970).

Content: The students are presented with material that shows how the role of a leader was developed in Hawaii. Through discussion the class produces the needs for a group leader and the general qualities of a leader. The students show their understanding of the characteristics of a good leader by developing a collage. Their understanding is evaluated by observing the way they organize their group to reach a common goal. This understanding is based on the way that the group uses individual roles to accomplish the group selected common goal.

Objectives: At the end of this lesson, students should be able to:

1. Identify the characteristics of a good leader.
2. Distinguish between leadership characteristics in groups having extremely different goals.

Procedure:

A. The teacher presents the material taken from *The Social Sciences: Concepts and Values,* depending on the class' ability, Level 4, pages 22-25 in one of the following ways:
   1. Makes a tape of the pertinent information found on these pages.
   2. Reads the pages orally to the class.
   3. Asks the students to read the pages independently.

B. The class discusses the role of a leader in terms of the following questions:
   1. When Kamehameha was born, who rules the Hawaiian Islands?
   2. The chiefs on the Hawaiian Islands were followers of whom?
   3. Why were the chiefs and the king so wealthy?
   4. Why did the kings of the different islands fight?
   5. What happened to the newly acquired land?
   6. When Kamehameha's uncle died, why did he and the other chiefs become very angry?
   7. What one word would describe what all the chiefs had on common? (goal)
   8. What was their common goal?
   9. Kamehameha was able to form the angry chiefs into a working unit called what? (group)
   10. Why did the chiefs need a leader?
   11. What qualities does the leader of a group need?

   (Answers to questions 10 and 11 may be put on a chart to be used for future references.)

   12. Why do we need a leader to enforce laws and rules?

C. After the children have a good basic understanding of the characteristics of a leader, they do the following activity to recognize characteristics of a good leader.

   The teacher divides the group into five equal groups and assigns the following responsibilities to each group after explaining the task.

   Task – As a group, make a collage showing the characteristics of a leader of a group of your choice.

   Responsibilities –
   1. Choose a leader
   2. Select a group goal
   3. Assign individual tasks relating to materials (scissors, paste, crayons, magazines, paper, etc.)
   4. Develop collage
   5. Clean-up
   6. Present collage to class

D. During the presentation of the collages to the class, the teacher emphasize the characteristics of a good leader and if the opportunity arises, develops the idea that the characteristics of leaders of different groups may have different goals and may thus require a leader with different qualifications.

Topic: SETTLERS VS. INDIANS

Topical Question: What is just or unjust? How should we decide what is just or unjust (fair or unfair)?

Time: 4 - 6 class periods

Materials: *The Social Sciences, Concepts and Values* (orange), Indians of the Western Hemisphere: B.S. 117, Indians and the New Americans. B.S. 118 Indian Removal.

Content: The lesson is introduced through the use of an opinion poll. After a tabulation and short discussion, facts are obtained through reading and viewing the two recommended filmstrips. After students develop their own facts, the teacher submits a general fact sheet which students can add their own to. From this combined sheet, they have enough information to role-play their particular parts. After trying to understand how the settlers and Indians felt in their respective situations, a final discussion is held to consider the justice which was/was not present during the entire three-century period.

Objectives: At the end of this lesson, students will be able to:

1. Identify, discuss, and evaluate the "Might Makes Right" doctrine.
2. Consider and evaluate other possible solutions to the land problems experienced between settlers and Indians.
3. Isolate which factors affected their decisions regarding the justice/injustice of this situation.

Procedures:

A. *Opinion Poll*

In the initial period the teacher administers the following opinion poll. Each statement is followed with five possible responses: Strongly agree, (S.A.); Agree, (A.); Undecided, (U.); Disagree (D.); and Strongly Disagree, (S.D.). This opinion poll determines what knowledge and opinions the class has about the Indian question. The teacher tabulates the results at the board and allows different students to state why they feel as they do, leading into the assignments to gather facts.

B. *Fact Gathering*

Each student begins by taking a sheet of paper and dividing it in half. On one side he lists settler facts. (They add to this list as they read and/or watch filmstrips and listen to tapes.) Teacher explains that they will have to use this list later on when they role-play some dramas between Indians and settlers. Students then do readings and see film strips. (Encourage individual research). When this is over, the students receive fact sheet (below) and add their own ideas. The teacher reviews the sheet with all the class and evaluates the new facts they are adding to it.

FACT SHEET

	Settlers	*Indians*
a.	Wanted private property.	Shared and did not understand private property. Wanted to keep land like it is. More Indians moved west. Indians moved west. Indians attached settlers. Teccumseh tries to organize different tribes to fight.
b.	Wanted to develop land.	
c.	More colonists arrived.	
d.	Settlers moved west.	
e.	Settlers felt Indians were not human.	
f.	Settlers are organized through calvary to fight Indians.	
g.	1830 – Government passes the Indian Removal Act.	

h.	Settlers move to Plains, kill buffalo for hides – waste meat.	Settlers-unsuccessful.
i.	U.S. makes and breaks treaties, more battles.	Indians forced to move farther west.
j.	Settlers generally win.	Indians depend on buffalo – see their environment changing.
k.	Settlers achieve their original goal of taking over the country.	Battles to regain life like they have it. Massacre settlers at Battle of Little Big Horn. By 1915 all Indians on Reservations.

C. *Role Playing*

Teacher divides the group into Indians and Settlers. Each group chooses a capable leader and talks about how they would feel in their roles. After they have developed appropriate attitudes for their roles. The teacher gives them some roles to play;

1. Settlers meet Indians while getting off the boats.
2. Settlers begin moving through the mountains; encounter Indians.
3. Teccumseh attempts to organize Indians (unsuccessful.)
4. Settlers killing off buffalo – Indians watch, talk, and attack.
5. Indians efforts to get treaties obeyed.
6. Indian wars (Battle of Little Big Horn).
7. Last Indians being put on reservations.

The role-playing can be staged or allowed to develop. eg; (Have three settlers meeting three Indians. The settlers are trying to find the Indian Chief in order to buy land for his settlement. The Indian Chief can't be made to understand "why" the settlers want to "buy" the land. It is there for everyone to use. The two braves try to explain to the chief while the settlers finally give the chief some beads and consider the land bought. The braves and chief return only to be shot at for trespassing.)

Each of these roles can be embellished or allowed just to happen. The teacher is the judge of his own class. (See Role-Playing Approach).

D. *Debriefing*

At the conclusion of the mini-unit, the debriefing is most important. At first students dealt only with the facts, next they were encouraged to *feel* the role they had and understand the way the Indians and settlers actually felt. Now the teacher leads the class discussion in terms of the following questions:

1. What does "might makes right" mean? Who was mighty? Were they right?
2. How were conflicts or problems resolved? Treaties? Battles? Were they successful solutions? How might the situations have been handled differently?

3. Why didn't the settlers consider the Indians human? What was different about their culture?

4. Were the Indians handled fairly and justly? What would be a definition of justice or fairness?

E. The teacher readministers the opinion poll to see if attitudes have changed.

Evaluation: Obviously, the opinion poll will give some indication of attitude shift. This particular section does allow for a test on objective items and potential essay possibilities.

Topic: WEIGHING THE FACTS BEFORE MAKING JUST DECISIONS

Time: 4 class periods.

Materials: *More Than Words,* 3^2 Macmillan Reading Series, enough copies for students in class, and Teacher's Edition. "The Stolen Picture," pp. 95-100.

Content: The story, "The Stolen Picture," launches a discussion about using the factual pro's and con's in a given situation to come up with a reasonable decision.

Objectives: At the end of the lesson, students will be able to: Demonstrate, either orally or in written form, their ability to determine the pro's and con's of a given situation prior to reaching a reasonable decision.

Procedures:

A. The class reads the story, "The Stolen Pictures," pp. 95-100, in *More Than Words.* Using whatever reading technique works best with the class.

B. The teacher leads a class discussion using the following suggested questions:
   1. Give the reasons why Mary Ann was so sure the original painting had been stolen.
   2. Read the part of the story again that describes Mary Ann's first contact with the stolen picture. Did anyone know what she had done? Was it wrong? Why do you think this way?
   3. Read what Frances said to Mary Ann.
   4. How can you tell from that paragraph that Frances was not ready to "tell on" Mary Ann. (She whispered).
   5. How do you think Mary Ann felt when she discovered the theft and tried to convince Miss Ryan?
   6. Did Miss Ryan believe her. Why do you think this way?

C. The teacher plans a dialogue reading of the conversation among Mary Ann, Frances, and Miss Ryan. (Include a narrator.)

   After the dialogue reading, the teacher asks:
   1. Is Mary Ann confused?
   2. Who else, besides Miss Ryan, did Mary Ann think should know?
   3. What persons in the museum might want to know?

D. The teacher tells the children they will have to decide the best course of actions for Mary Ann to take. In order to do this well, they must weigh the pro's and con's. The class brainstorms as many as possible endings to the following two sentences using the story facts. (The teacher writes the sentences on the chalkboard.)

   Mary Ann *can't* tell because . . .
   Mary Ann *must* tell because . . . .

E. With a friend or alone, the children write how they feel the story should end. They share the endings with the whole class. The children are asked to be ready to use the supporting facts from the story to demonstrate their reasonable thinking.

F. The class role plays the conversation from section C and several possible story endings. They discuss how reasonable the possible endings could be. (The teacher can share the author's actual ending of the story as he sees it, emphasizing that his ending may not even be the best. It is just another reasonable way to see it.)

G. The children create their own problem stories, giving several good facts, but leaving the stories unended. Ie., Billy tried to stop a fight, but gets hurt himself. Call for role play of situations and listing of factual pro's and con's prior to decision making.

Evaluation: Each activity is evaluated through observation of active student participation. (If a separate evaluation procedure is needed, it can be the final activity where the child is asked to determine the factual pro's and con's of a given situation prior to making a reasonable decision.)

Topic: LAW TERMINOLOGY

Time: 1 class period.

Materials: Cards (index) with terms distinctly written on them. (It is advisable to have these cards marked so that they will be easily identified as part of this lesson plan. For example, they should all be of the same color, the same shape, or marked with a design.) A set of slips containing the clues for the terms.

TERMS	*CLUES*
Plaintiff	John Mays stole my tape recorder. He should return it to me. Who am I?
Gavel	I am the instrument the judge bangs when he wants order.
Jury member	I must decide on the evidence given whether or not the defendant is guilty.
Juvenile	I am not an adult. I am ten years old. What am I?
Delinquent	I am fourteen years old. I have stolen a car. What am I?
Defendant	Sam Smith said I assaulted him. He must prove I'm guilty. Who am I?
Assault and Battery	I am the act of beating a person up. What kind of an act am I?
Guilty	I am the term that says I committed a crime. What term am I?
Pro Se Court or Small Claims Court	I am the court that has only three members, the judge, the plaintiff, and the defendant.
Judge	I am the person who must sentence the convicted criminal. Who am I?
Criminal	I am the person who has committed a crime. Who am I?
Arraignment	I am the hearing at which the judge decides whether or not a person should be held for trial.

There are many more terms that the teacher might wish to use. He chooses as many as he wants, depending upon class size.

Content: Students play a teacher-devised card game to identify law-related terms.

Objectives: At the end of this lesson, students should be able to:

1. Recognize given law-related terms.
2. Define given law-related terms.

Rationale: If students can recognize some legal terms and understand their usage, they will be better able to relate other law-related activities such as pro se court, mock trials etc..

(Requirements: Students must have had some previous lesson(s) on the terminology. Students must be able to recognize the written terms. Reading level of the student may be very low or very high.)

Procedure:

A. The teacher divides the class into groups containing from four to ten students.

B. He directs the students; attentions to the TERM cards. These are in the room in plain sight. They could be on a bulletin board or on the chalkboard ledge. (They must be in plain sight and they must be easily accessible to the students.)

C. He gives each group a stack of clue slips, enough for each member of the group. The clue slips should be placed face down.

D. Each group selects a person who will go first. The others follows, one after the other, in order.

E. Depending upon the class and its reading level, clues can be read in one of three different manners:

   1. An aide could be in each group and could read the clues selected.
   2. A student who reads well could be in each group and could read the clue selected.
   3. The student who selects the term could read the clue to the rest of the group.

F. The student designated to go first takes one of the clue slips. It is read in one of the above manners. No one from the group can coach the detective student. That student must leave his or her group and go to find the term card that matches his or her group.

G. When the student returns with the term card, the rest of the group must vote as to whether they accept the card or not. If they do not, then the student must return the term card he or she took and find another. He must do this until the group accepts his or her term. Once it is accepted the next student performs a similar manner until each member of the group has completed the task.

H. The first group to finish with all correct answers is declared the winner.

Evaluation: The teacher evaluates the class by a time factor. If all of the class completes this activity in forty minutes, the first time and then in thirty minutes the second time, they are becoming more familiar with the terms and their usage.

Topic: LAW-RELATED CAREERS

Topical Questions: What law-related careers are available? What authority does the person in this role have? How do these roles interrelate within our society?

Time: 2-3 class periods for introductions and presentations. The teacher will need to decide the amount of additional time needed for research.

Materials: Resource books, filmstrips, magazines, films and pamphlets.

Resource People: Guidance counselor, career guidance consultant, and any other people the students contact and have invited to the class.

Rationale: Many students have no direct dealings with authorities concerned with law. They have little knowledge of the roles each of these people play in our society. This lesson exposes the students to various careers dealing with law and the ways in which these roles interrelate.

Content: Students research a law-related career for the purpose of interrelating the roles of the various careers dealing with law-making and lawkeeping. The students form groups for the purpose of sharing information gained in research and interrelating their roles with other career roles in the group. Each group presents its findings to the class by a method decided upon by the group.

Objectives: At the end of this lesson, students should be able to:

1. Describe the relationships between two given authorities discussed.
2. Identify problems that might arise in the relationship between two of the authorities discussed.
3. Describe roles of the authorities studied.
4. Explain the importance of lawmakers and lawkeepers working together for the good of all.

Procedures:

A. The teacher asks if they know of any occupations that deal with lawmaking or lawkeeping. They make a list of occupations mentioned on the board. After the students have mentioned all they can think of, the teacher adds a few more. The list could include:

congressman	public defenders
senators	state's attorneys
presidents	bailiff
policemen	court reporters
lawyers	probation officers
judges	prison guards

B. The students choose one of the occupations on the board, to study as an "expert". In order to become an "expert" he/she will have to research his/her career. Information to be found about the career should include the following whenever possible:
   1. What kinds of activities are part of this person's job?
   2. What kind of authority does this person have?
   3. How does a person get into this career?
   4. Is this job important to society?

   Give several reasons explaining your answer.
   As this information is gathered the student uses a separate index card for each of the above questions. This way his information becomes more organized. Students work in groups of two's or three's.

C. The students begin their research after the teacher explains that many resources, such as people in that occupation, the guidance counselor, media specialist, books, magazines, filmstrips, films, etc. should be used to find this information.

D. After research is completed, the class forms two or three groups. Each group consists of one representative who is an "expert" for each career. No group should contain two "experts" from the same career.

E. Each group:
   1. Chooses a chairman who will keep the group organized (groups should have had previous experiences in grouping).
   2. Has each member tell about his career.
   3. Discusses ways the people in the group would have to work together to accomplish specific goals of their jobs. (What conflicts might arise?)
   4. Prepares a role play, simulation, panel discussion, audio visual, or any other method of the group's choice to present their roles and their relationships to one another to the class.
   5. Presents their information to the class in the manner decided upon by the group.

F. The teacher has the class play a "career relationship" game. (Groups will remain the same.)
   Rules:
   1. One person from the class or the teacher calls out the names of two careers studies.

   2. An "expert" of the first career name called, tells what the second career role did in relationship to him. (Expert to answer will be the first one to have his/her hand up.)

      Example I:
      A. Career names – senator, policeman
      B. The first "senator" to raise his hand would answer: "The policeman must enforce the laws that I help to make."

      Example II:
      A. Career names – judge, probation officer
      B. The first "judge" to raise his hand would answer: The probation officer must help the offender become adjusted to society and see that he follows the rules of his probation.
      C. Scoring will be decided upon by the teacher and/or class.

Evaluation: Students are given a paper to complete on the careers discussed. The paper includes:
1. Matching a career to its role.
2. Telling the relationship of one career to another.

Topic: EQUITY

Topical Question: How does a judge make a fair decision?

Time: 1 class period

Materials: Copies of the case study for each student.

Rationale: Students should be able to experience or observe the problems a judge has in deciding what is "fair" when making a decision on a case.

Content: The students discover the difference between the facts and the issues in a court case. After dividing into groups the students experience a pro se court situation and learn the meaning of the words *plaintiff, defendant,* and *equity.*

Objectives: At the end of this lesson, students will be able to:

1. Recognize the difference between a plaintiff and defendant in a court case.
2. List the facts and issues dealt with in the case.
3. Demonstrate an understanding of equity.
4. Experience the difficulty in deciding what is fair in a court case.

Procedures:

1. The teacher distributes a copy of the case study for each student.
2. Students read the case study and answers the following questions:
   a. What are the facts in this case?
   b. What is the issue?
   c. What things did Tom contribute to the garden?
   d. What things did Sam contribute to the garden?
3. The pupils' responses to the above questions are listed on the board.
4. Students decide: Who is the plaintiff? the defendant?
5. The students divide into groups of three and develop a pro se court, (see Pro Se Court Approach) with one member of the group being the judge, another being the plaintiff (Tom), and the other member being the defendant (Sam).
6. Tom and Sam present their sides to the judge in each group.
7. The judge comes to a decision which he keeps secret until the groups are brought back together.
8. Each judge presents his decision and why he/she made that decision.
9. The teacher leads a discussion as to whether the other students agree with each judge's decision and whether it was fair.

Case Study

Tom and Sam have discovered that they need a lot more money than their parents give them in their allowances.

They have agreed that since the both need money, they should combine forces and work together on a project in order to get the money. Tom suggests that since he lives out in the country that it would be convenient to grow vegetables and sell them. Tom and Sam equally contributed enough money to by seeds necessary for the starting of the garden. The boys set up a day when they would get together and prepare the ground and plant the seeds. Tom's father has offered to till the ground and loan the boys the tools they will need to work the garden. Tom and Sam spent all day Monday and most of Tuesday planting the garden.

On Friday, Tom gets a phone call from his grandparents in California asking him to visit them for the summer. He has been wanting to visit them for a long time and he jumps at the chance. It didn't take him long to pack and in the excitement of taking this long-hoped-for trip, he forgets all about his agreement with Sam. The following week, Tom's parents inform Sam of Tom's trip. Sam, with his brother's help, manages to keep up the garden, and he makes $30.00 selling the vegetables.

When Tom returned from his trip, he told Sam that because of their agreement, Sam owes him half of the amount that was earned. Sam refused to give any of the money to Tom, saying that since he had to do "all" the work, he was entitled to all of the money.

Evaluation: The teacher debriefs and summarizes the case with each group.

Topic: REPORTING A CRIME

Topical Question: When should you report a crime?

Time: 2 class periods

Materials:
1. Filmstrip and record, "The Big Eye," from the boxed set *Values in Action* published by Holt, Rinehart, and Winston.
2. Teacher's Guide to *Values in Action* boxed set.
3. A copy of the role play situation for each role play participant.

Rationale: Students need to see the importance of reporting someone who is doing something illegal. They also need to realize that reporting is not always "tattling." Students also should be given the chance to investigate the consequences of reporting a crime, such as, possible retaliation and being asked to appear in court, etc..

Content: Students experience the situation of witnessing a crime and then decide whether to report that crime or not. The students are given a chance to discuss the importance of reporting a crime and how this is different from "tattling."

Objectives: At the end of this lesson, students will be able to:
1. State 5 reasons for reporting a crime.
2. Explain these reasons by citing possible outcomes.

Procedures:
1. The teacher shows filmstrip "The Big Eye."
2. The teacher uses discussion questions from the teacher's guide to *Values in Action.*
3. Some students act out the role play situation.
4. The teacher asks the following questions:
   a. Why do you feel Jan and Carol are throwing pebbles at the chimpanzee? (Help the students to see that possibly they do not know this is wrong.)
   b. What do you think Jean will do about what she has seen?
   c. Suppose she decides to join the girls. What might happen to her?
   d. Suppose she decides to report them to the manager of the zoo. What might happen to her?
   e. Suppose she decides to ignore what they are doing. How do you feel about this?
   f. What do you feel she should do?
   g. What would you do? Why?

Role Play Situation

Jan and Carol, two fifth grade students, were walking through the zoo. Since they live close to the zoo, they have often visited there before. Having nothing else to do, they walked along, saying little, and occasionally kicking a stone demonstrating how bored they were.

Jan complains to Carol about how little there is to do in their neighborhood.

Suddenly, as they pass the chimpanzee's cage, Carol gets an idea. "Let's see a little action. That chimp looks as bored as we are. Let's liven him up a little." With that, she picks up a handful of pebbles and begins throwing them at the chimp. Jan soon gets the idea and joins Carol. There are few people at the zoo, so the girls continue uninterrupted for a while.

Jean, a friend of theirs, shows up. She is surprised to see them mistreating the chimp and she tells them to stop.

Carol turns up her nose and says, "Oh, don't be a spoil sport. Come on, join the fun!" With this, she holds out a handful of pebbles to Jean.

Jean looks undecided.

Stop the role play here and ask the students the questions given in the lesson plan.

Evaluation: Teacher debriefs the role playing.

Topic: DEMOCRATIC CLASSROOM

Topical Question: How would society operate without rules?

Time: 3 - 4 class periods.

Materials: Marbles or similar small objects, dictionary, construction paper, magazines, glue, scissors, hangers, situation cards, magic markers, crayons.

Rationale: To help students realize what life would be like if there were no rules or laws and to clarify their own values through various techniques.

Content: Class input is used to distinguish the characteristics of a rule and a law. Through collages and mobiles the children discover the differences between the two words. In small groups, the children role play situations where no rules or laws are used. The groups evaluate for the class why rules or laws are necessary.

Objectives: At the end of this lesson, students will be able to:

1. Define the terms, rule and law, and be able to distinguish their differences.
2. Identify the problems that could arise if there were no rules or laws.
3. Evaluate the necessity for rules and laws.

Procedure:

A. The teacher places the words, *rule* and *law,* on the board. Students give words that they think belong under each. When this approach is exhausted a student can look up the two words in the dictionary and add these meanings.

B. The teacher divides the children into small groups to make collages or mobiles which they will explain to the class. Use themes such as:

There are no rules at home.
There are no rules at school.
There are no highway laws.
There are no laws against stealing.
There are no laws against murder.
There are no laws against burglary.
There are no rules against watching television.
There are no laws against false advertising.
There are no rules for doctors.

C. Students play the old marble game, (Adapted from the ABA film, "To Reason Why?") The students count off to make even teams and line up to play the "Old Marble Game." The teacher gives the first student in each row a marble and walks off, telling them to go ahead and play. Someone soon asks, "How?" Then the teacher says that he sees they want a rule to play by. He gives one, but as they begin to play, he interrupts and has them start over, giving them another rule. Each time as they get started, he interrupts until some one asks for all the rules at once. He gives all the rules and then plays the "Old Marble Game." The class relates what they have learned. Hopefully it includes these concepts: You need rules to play a game; and everyone must know all the rules.

D. The teacher divides the class into small groups and gives each group a situation card which they are to role play for the class.
Some typical situations:

There are no speeding laws. You are driving on a four lane highway.

There is no law requiring school for public education in your community. There is no public school at all.

E. The groups evaluate, for the class, why or why not rules or laws are necessary for their particular role play. Does the rest of the class agree?

Evaluation: Each step has mini-evaluations built in but children answer either orally or in written form, the key question stated above.

Topic: THE COURTS

Topical Questions: Is decision making, as used by our courts, a reasonable system? Does it work?

Time: 6 - 8 class periods

Materials: Sound filmstrip, "Over the Fence is Out" from *Values in Action Series* by Fannie and George Shaftel Holt, Rinehart and Winston. Sound Filmstrip, "What do you do about Rules?" (two parts - six minutes each), Guidance Associates. Law in America Society Foundation Foundations of Justice Kit. Charles Merrill Publishing Company Paper for pictures, situations cards, Rules for Pro Se Court, cases, Role Descriptions, Name tags, "Do You Know" cards, box for cards, Seek and Find sheet.

Resource People: Lawyer or public defender. (See use of Resource Persons).

Rationale: To enable the student to realize how difficult decision making can be and to introduce him to the operation of our legal system.

Content: Through the use of several filmstrips, games, case studies, role playing, pro se court experiences, and mock trials the student becomes involved in how the court system works on a simplified basis. By role playing various parts the students make the decisions themselves so they become aware of the difficulty the courts have when they attempt to be just and fair to all.

Objectives: At the end of this lesson, the students will be able to:

1. Give several examples of decisions they make daily and whether they have effects upon others.
2. Make decisions on difficult cases with an attempt to be fair to all concerned.
3. Define terms used in the operation of our courts.
4. Identify the people involved in courtroom procedures.
5. Discuss the role and value of each of these people in our judicial system.
6. Decide whether our court system is equitable.

Procedure:

A. To get children to realize how many kinds of decisions individuals have to make. The teacher shows the filmstrip, "Over the Fence is Out." He uses the key questions offered in the teacher's guide or asks his own. The teacher explains that students need to understand why they decided as they did, and not to change their mind. They also become aware of others opinions and reasons.

B. The teacher shows the filmstrip, "What do you do about Rules?" After Part One they have a debate, by setting up two teams to decide whether or not Sam Wilson should tell his son about his being a member of the Cat People although he is sworn to secrecy. Six to eight people sit in front of the room facing each other. The rest of the class votes by secret ballot, based on the debate and the arguments presented.

The teacher finishes the filmstrip. The children draw a picture showing how the filmstrip should end.

C. On the way to class two students role play a pushing-shoving, shouting and hollering fight in the hall in front of the whole class. When they get to class, the teacher asks the class what happened. The children should become aware that there must be some order to acquire the facts before the issue or a fair decision or judgment can be made.

D. The students role play several situations to see why rules are sometimes broken and how difficult decision making is. Some roles are given include:

(1.) While taking your dog for a walk it begins to rain. You see a store where you can stay dry but you know the owner has a rule about no pets allowed.

(2.) You are playing in the park with your friend's toy dump truck. A park policeman comes along and puts up a sign saying, "Don't walk on the grass." After you get home you realize the truck is in the park under a tree far in on the grass.

(3.) You have been fishing and walking along the creek since morning. It is now evening and you want to take a short cut home across the fields. You can see a sign posted by the farmer saying, "Positively No Trespassing."

E. Students discuss the difficulty with deciding what to do and whether they are breaking the law. (What could be the consequences for your disobedience? Who decides in each case?)

F. Three people give their definition of *Facts* and *Issues.* Their meanings are listed on the board under the words. Next the teacher presents a case situation and the students pick out the facts and issues.

CASE

Johnny received a bright red Parker-T-Ball-Jotter pen from Aunt Helen at his birthday party last night. He really liked it, so he brought it to school today. After some of his friends told him they wished they had one, he was even more pleased with it. After fourth period, Johnny couldn't find his pen. He asked the teacher if anyone had given it to her. She said, "No," but that she would ask the class if anyone had seen the pen or if they would look for it on the floor. Everyone looked, but no one found the pen. At the end of sixth period one of Johnny's friends, Bill, told him that he had seen Sally with a pen like his during last period. Johnny quickly told some other friends to watch Sally to see if she did have his pen. The boys decided that Sally had taken Johnny's pen.

Several boys saw that Sally did indeed have a red Parker-T-Ball-Jotter pen during last period. They told Miss Carlson, the teacher, that Sally was a thief and that she had stolen Johnny's pen.

What are the facts?

What is the issue?

What would you do?

G. Set up a pro se court simulation game. See *Law in American Society,* May, 1973 for details.

CASES

1. Plaintiff is the student walking to the school bus first.
Defendant is the student who followed the plaintiff to the school bus.

Plaintiff carries a notebook and library book under his arm on the way to the school bus at 3:40 p.m. upon leaving the school building. The defendant follows. The defendant accidentally bumps into the plaintiff. The plaintiff's notebook and library book fall into a mud puddle and both are ruined. The plaintiff is demanding $4.60 costs, $3.40 which the plaintiff has to pay the library for the ruined book and $1.20 for the ruined notebook. Defendant refuses and plaintiff sues.

What is the issue?

How would you decide?

2. Plaintiff is an assistant to a lawn mowing youth.
Defendant is the youth who mows lawns.
Defendant has been mowing neighborhood lawns for three years. This year he has hired an assistant to do the trimming since he has so many lawns. Plaintiff has agreed to trim for $1.50 per lawn. The mower gets from $4.00 to $5.00 per lawn when completed. A customer refused to pay the defendant since only part of the trimming is done. The defendant, therefore, is suing for $5.00, the amount he would have received from the owner of the lawn.

What is the issue?

How would you decide? Why?

H. Students play the "Do you Know?" game with the following vocabulary list:

counsel	evidence	constitution
petition	guilty	impartial
arrest	civil case	jury
appeal	oath	contradict
resist	plaintiff	swear
rehabilitate	clerk	justice
violate	hearing	criminal case
transcript	illegal	valid
deliberation	client	verdict
resist arrest	procedure	vote
due process	prosecuting attorney	decision
incorrigible	conflict	lawsuit
disagree	innocent	lawyer
attorney	judge	confession
legal	argument	
mock trial	responsibility	
bailiff	suspension	
frisk	witnesses.	

Rules: Make the words or phrases on "Do You Know" cards and put them in a "Do You Know" box. Give five points for each correct answer. Divide the class into four equal lines. Choose a team to go first. The first student chooses a "Do You Know" card from the box and asks one of the first students in one of the remaining rows, "Do You Know" what *The Word* means? If this student gets it right he puts five points on the board for his team and the second person in his row chooses the next "Do You Know" word and asks one of the students in the second position in one of the other rows. This pattern continues. If a person misses the word, that person asks someone else in the same position in one of the remaining two rows. In the event that neither of these students knows, the student behind the original student who chose this "Do You Know" word is asked the question. This way one word could possibly proceed through the whole class back to the person who originally chose the card, if no one knows the meaning. If this happens, the teacher is the person who decides if the meaning is correct. After playing the game a few times the teacher may want to have a group of two or three students by the panel who decides if the student has given an acceptable meaning.

Variation: Change the wording when the "Do You Know" cards are read to say "Do you know how to use *The Word* correctly in a sentence?"

I. The following seek and find sheet may be used after playing the game.

Seek and Find

S U S P E N S I O N C A I L
A T T O R N E Y T S T N A G
P S V A L I D C O C N O N R
T P L A G E L L I O E I L F
E I E S H C E L C T R K R C
A U G A T B F E A A S I T B
L S A R A N N L E R S U N G
L W L T O T O H O K R H J U
U A B C L I E N T A R E K I
S L C I V I L C A S E C S L
E V I D E N C E C L E R K T
E C I T S U J R N T J U R Y

valid	evidence	violate
oath	justice	appeal
civil case	illegal	clerk
conflict	suspension	jury
attorney	hearing	client
frisk	guilty	arrest
innocent	legal	law suit

J. The teacher plays the filmstrip and tape, "The Battle of Oog and Ugh", from the *Foundations of Justice** Kit and follows instructions furnished in the teacher's manual. A mock trial is the follow-up.

A second and third situation are in the kit for more practice with the mock trial technique. Teachers may want to use a real case or two. A lawyer or public defender can observe one of the mock trials and answer questions on the roles of the various people in the courtroom procedures.

K. A group of students are given the following titles: judge, bailiff, court reporter, clerk of the court, prosecuting attorney, defense attorney, juror, witness, plaintiff and defendant. Name tags are worn. The students are placed in a semi-circle in front of the class and must try to convince the rest of the class that they have the most important role in the courtroom. The teacher or another student leads the discussion, being sure each student has a chance to speak.

Evaluation: When the children set up their own judicial system and have it work for their own classroom they show that they really understand the procedure, vocabulary, and roles of the persons connected with our justice system. The teacher may have them try some cases that really happened for an evaluation if he does not intend to set up a democratic classroom.

*Foundation of Justice kit; Law in American Society Foundation; Foundation of Justice Series: Charles Merrill Publishing Co., Columbus, Ohio.

Topic: JUVENILE JUSTICE: A SHOPLIFTING CASE

Time: 5 - 6 class periods.

Materials:

1. An actual sign, borrowed from a local store, stating their shoplifting policy, e.g. "SHOPLIFTING IS A CRIME. WE WILL PROSECUTE."
2. *Crime and Society* "The Shoplifter" Scholastic Book Services.*
3. Film, *Shoplifting,* ACI Films Inc.

Resource People: Local merchant, local attorney. (See Use of Resource People).

Rationale: To expose students to the topic of shoplifting so that they realize its significance and subsequent effects it has on our society.

Content: By using discussion, community resources, a brief dramatic play, and a film, this lesson gives the students a clear understanding of the seriousness of shoplifting. It also demonstrates the detrimental effects it has on our society.

Objectives: At the end of this lesson, the students will be able to.

1. Explain the seriousness of shoplifting.
2. State three detrimental effects shoplifting has on society.
3. State three ways shoplifting infringes on the rights of others.
4. Defend the necessity of having shoplifters prosecuted.
5. Explain why preventing shoplifting is the responsibility of every citizen.
6. Detail how shoplifting could mar a person's life style and keep them from pursuing a specific job in the future.

Procedures: *DAY ONE:*

A. The teacher places the shoplifting policy sign in front of the class and initiates a total class discussion by asking the following:

   1. How many of you have seen a sign similar to this? Where?
   2. What do you think this sign means?
   3. What is shoplifting?
   4. What is meant by a crime?
   5. Do you think shoplifting is a crime? Why or why not?
   6. If a person under the age of eighteen were caught shoplifting would he be considered a criminal?
   7. What does "prosecute" mean?

   After these questions have been discussed, the teacher writes the new vocabulary words on the board:

   shoplifting
   crime
   prosecute

*"The Shoplifter" – Crime and Society, Scholastic Book Services; Robert H. Smithies: Manner Books, 1974.

The students write their own definitions of these words for the next class session. Instead of merely looking them up in the dictionary, students are to discuss the meaning with a store owner, a police officer, or their parents.
(Definitions will vary depending on which source the child used to get his information. Teachers discuss the differences in definition to evaluate the student's understanding of these terms.)

DAY TWO:

After the teacher goes over assignment above, students concur that the unlawful act of taking goods from a store and concealing them in order to avoid paying for them is shoplifting.
Students discuss:

1. Why do you think most people shoplift?
2. Who do you think would be most likely to shoplift?
   a. Men
   b. Women
   c. Students between the ages of five and nine
   d. Students between the ages of ten and eighteen

The teacher makes a list of the various student responses and records them for use at a alter date.

DAY THREE:

A local merchant speaks to the class on "The Effects of Shoplifting on a Store Owner."

A question and answer period follows in which the following questions are discussed:

1. What do you think happens when a store constantly suffers shoplifting?
2. What does this mean for the general public?
3. Do you feel that it is therefore the general public's responsibility to put an end to shoplifting?
4. How could this be done?

DAY FOUR:

D. Seven students act out, "The Shoplifter"* on pages thirty-four to thirty-six in *Crime and Society*.
(If the reading level of this material is too difficult, the teacher recreates own shoplifting incident in their reading level.)

Students divide into four groups and compare the story's version of the reasons for shoplifting and the person most likely to shoplift with the list previously compiled by the students.
They discuss any differences.

DAY FIVE:

E. Teacher shows the film "Shoplifting"* which may be borrowed from Law Education Project. He uses teacher's guide that comes with film and the class discusses it.

DAY SIX:

F. Each student receives a mimeographed copy of the story below. They:
   1. Read the story
   2. Discuss questions in small groups

If possible, an attorney (Preferably one who has had experience with juvenile delinquents) to discuss these questions with the students.

*"Shoplifter" Crime and Society, Scholastic Book Services: Robert H. Smithies: Manner Books, 1974.

Tommy Jones brought home a five-band radio on Monday, and when his father asked him where he got it, he said he got it from a classmate whose parents are wealthy. On Wednesday, Tommy had a tape recorder and stated he got it from the same source. He said the boy's name was Chris but he didn't know his last name nor where he lived. On Friday, he brought home a Polaroid camera and showed it to his father who assumed it came from the same source and did not question any further. On Saturday, the police brought Tommy home and said that he had been caught attempting to steal a calculator in a local appliance store, from which a radio, tape recorder and polaroid camera had been taken the week before. Tommy's parents denied that he possessed any of these articles, but Tommy, in the presence of the police called his parents liars and said that they knew he had them in his room and produced them to the police, making a complete confession. Tommy was arrested as a juvenile offender and his parents were arrested for contributing to the delinquency of a minor for their failure to make reasonable inquiry as to the true source of Tommy's alleged benefactor and their untruthful statements concerning Tommy's possessions.

1. Is Tommy guilty of a crime?
2. Are his parents guilty of a crime?
3. If this is the first time that Tommy is in trouble with the law, will his conviction as a juvenile offender disqualify him from Civil Service Employment?
4. If Tommy had been convicted as a juvenile delinquent on two prior occasions, would your answers to the previous questions be the same?
5. What is the reason for treating juveniles different from adults when they have committed the same criminal offense?
6. Do you think that juveniles should have a right of trial by jury?

Evaluation: Students choose one of the activities below (or create an original one) and write a short paragraph summarizing their experience.

1. Interview a store owner of a local store and discuss the problem of shoplifting with him. What are his ideas for limiting this problem?
2. Discuss the problem of shoplifting with a local policeman. Ask him how we can help to eliminate this problem as concerned citizens.
3. Prepare a "mini lesson" on shoplifting to be presented to a *younger grade*. Be sure to include *all* of the facts that you learned in a simple form so that they will be sure to understand.

Topic: SHOPLIFTING

Topical Question: Is it worth it?

Time: 4 class periods

Materials: Small props for dramatization
Crime and Society (Scholastic Book Services, 1975)
from LRE office.

Resource People: Local police officer, security guard, store owner.

Rationale: To help students decide whether shoplifting is worth the risk.

Content: The students play simulation games involving shoplifting. They switch roles of shoplifter, manager, and policeman. The students discuss what they believe the procedure to be when a shoplifter is caught. The following day a panel discusses shoplifting procedures and a law officer explains an arrest. The next day students role play parent reactions to arrest.

Objectives: At the end of this lesson, students should be able to:

1. Experience the benefits of role playing.
2. Interact with peers on ideas of police methods.
3. Understand police procedures when dealing with shoplifters.
4. Weigh and decide consequences.
5. Describe probable parent reactions.

Procedure:

DAY ONE:
A group of students role play "The Shoplifter" in *Crime and Society*. Students take time to develop their own dramatization concerning the apprehension of a shoplifter. They change roles to see the feelings of each actor. Then the class discusses what happens when a person is caught shoplifting. Their ideas are written on the board.

DAY TWO:
A panel consisting of local police officer, a local store owner, and a security guard, discusses methods used in apprehending shoplifters. The officer demonstrates the arrest procedure, followed by a question and answer period.

DAY THREE:
After reviewing the preceding day's activities in terms of possible consequences, students role play a student's phone call after arrest and the parent's reactions at the police station. Students change roles.

Evaluation: Students write an evaluation of their emotions to the topic of shoplifting.

Assignment: Students ask parents for their reactions to shoplifting.

DAY FOUR:
Students discuss their actual parental reactions to shoplifting.

Topic: GROUP BEHAVIOR

Time: 3-5 class periods

Materials: *The Social Sciences: Concepts and Values* Levels 3 and 4. (New York: Harcourt, Brace Javanovich, 1970). Possible References:
Level 4-Blackfeet Indians, pages 1-12. Yoruba tribe, Nigeria, pages 14-20. Hawaiian tribes, pages 22-25. Level 3 - Interaction between Individuals and Groups, Unit 3 section 1, Halima's family, pages 83-87. Reference books on a variety of Indian tribes. Other social science texts dealing with different Indian tribes.
12-15 strips of paper – each containing the name of one Indian tribe.

Rationale: To show how the needs for roles and group goals are a necessary part of our society and our legal system in order to develop a productive society.

Content: The children examine the social structure of one of the Indian tribes. (Other structured family groups may be used that would better fit a given social science cirriculum.) Each group has eight questions relating to different roles found within the Indian tribes, students evaluate their roles in their research group. They then make comparisons of the roles of the Indian tribes with roles needed to function as a member of a special group. Through discussion the needs for defined norms of behavior in all society should be emphasized.

Objectives: At the end of this lesson, students should be able to:

1. Identify the need for different roles in specific societies.
2. Identify the need for a leader within a group.
3. Give corresponding vocabulary terms relating to the: 1. Indian tribe and 2. A group in our society:
   a. group
   b. role
   c. leader
   d. goal

Procedures:

A. Discuss with the students that they will be assigned to conduct independent group research on one of the ten or more Indian tribes. Divide into five equal groups. Each group will be assigned to research and answer the questions that follow about the tribe of the groups' choice. You may wish to schedule media center time or set up a reference table with books relating to American Indians. You may also want to bring in other pertinent film strips and-or related audio-visual materials.

1. Where did they live?
2. What type of food did they eat?
3. What type of houses did they live in?
4. What does an Indian girl do?
5. What does a chief do?
6. What does a warrior do?
7. What does an Indian boy do?
8. What does an Indian woman do?

(These questions may be duplicated).

After the children are given or copied the above questions they should select the tribe they wish to study and proceed to the media center for a period that should not exceed twenty minutes. (The rationale for this will be clarified in activity C.) It should be made very clear that the children are only expected to answer as many questions as time will allow.

Procedures: (Cont)

B. The students will be asked to discuss the eight questions they relate to the various Indian tribes. Emphasize as many of the vocabulary as possible through this discussion and any other discussions that may follow.

C. As a class make a list of the various roles common to the different Indian tribes. Make another list as the class discusses the roles of the various members of the research groups. (The teacher should develop some basic questions to lead the children into developing a list showing the roles.) At this point discuss and compare the various roles that are common to both the Indian tribes and research groups. Bring out the ideas that both groups have goals and that working together with defined roles and possibly a defined leader would benefit the group's work.

D. As a result of the work over the past three or four periods ask one research group to role-play the way that they might have organized their research group keeping individual roles and their common goal in mind.

E. Follow-up:
In order to evaluate the student's understanding of the concepts introduced here it might be beneficial to reorganize their research group and complete the research of the Indian tribes.

Another follow-up discussion that may develop is relating the group roles and leadership of the American Indians and research groups to the organization of society and the need for leaders and defined roles.

Topic: GROUP BEHAVIOR

Time: 2 class periods

Materials: Copies of materials included in this plan.

Rationale: To heighten awareness of a group's behavior and to foster understanding of the roles of the members of a group.

Content: Students use a prepared questionnaire in order to observe the various roles found within a group or club of their choice. By compiling the data from different questions, students examine the collective data and explore questions that relate to the variety of roles of group members and leaders and basic goals of groups. The children see the need for defined norms of behavior, the roles of leaders, and the organization of groups.

Objectives: At the end of this lesson, the students should be able to:

1. Define roles of group members.
2. Define roles of group leaders.
3. Identify basic goals of group.

Procedures:

A. The teacher presents and discusses the basic vocabulary of groups. (i.e. *group, role, leader, norms of behavior)*

B. The teacher hands out the accompanying questionnaire and asks the students to complete the questionnaire based on past experiences he has had with a club or group. If a child has not belonged to a group, he attends a group meeting within the school and then completes his questionnaire.

C. The teacher compiles the information on a chart so that a group can see the overall role of the group members, the leader, and basic goal. (The chart is displayed and used for follow up studies of group behavior.)

D. Possible follow up:
This lesson develops a basis upon which groups, clubs, and our society all have the common goal of developing into a productive society.

QUESTIONNAIRE

Date: _____

1. What is the name of your group or club?

   _____

2. How many members are in your group? (Check one)

   _____ 2 to 10 _____ 11 to 15 _____ 16 or more

3. The members of the club are:

   _____ all boys _____ all girls _____ both boys and girls

4. What are some things that you learn to do as a part of your group?
   (Check any that fit your group

   _____ help others _____ take care of others property
   _____ play fair _____ talk and listen
   _____ work with others _____ share ideas
   _____ accomplish a common goal _____ learn skills

5. Who is the group leader?

   _____ a man _____ a woman _____ a boy _____ a girl

6. How did he/she become the leader?

   _____ elected by the group members
   _____ volunteered
   _____ don't know

7. The leader is a person with the following responsibilities:
   (Check them if they are true)

   _____ conduct meetings _____ punishes
   _____ planner _____ rewards
   _____ organizer _____ rule maker

8. What things do you look for in a good leader?

   _____ fairness _____ nice to boys
   _____ intelligence _____ good imagination
   _____ honesty _____ good organizer
   _____ sense of humor _____ nice to girls
   _____ fastest runner _____ good listener
   _____ fights well _____ has a smart sister
   _____ good grades _____ is my good friend

9. List any other person who has a "special" role in your group and tell what each person does on this chart.

Leader Helpers	What they do

10. What have you done as a member of the group?
11. Why do you go to the group meeting?

Topic: SOCIAL CONTROLS, PART I

Time: 1 - 2 class periods

Materials: Four cardboard automobiles; Maryland Dept. of Motor Vehicles Handbook; worksheet (see attached sheet); masking tape to lay out streets on classroom floor; desk arrangement for group activities; two stop signs; Text: *Principles and Practices in the Teaching of the Social Sciences;* Concepts and Values, Second edition, 1975. Harcourt, Brace, Jovanovich. Unit 5-Rules for Acting Together. Section 5-Government on the Move.

Resource People: Local Police Officer (See Use of Resource People)

Rationale: To help students understand the need for traffic laws and to internalize the benefit of good driving behavior.

Content: What happens to rules and laws when people move from place to place? Students role play driving situations to understand the need for rules and laws.

Objectives: At the end of this lesson, students should be able to:

1. Explain the need for one or more traffic laws.
2. Describe a violation of a traffic law in terms of how it affects the safety of the group.
3. List two ways of behaving in a given driving-traffic situation and list how the existing law helps to resolve the conflict.

Procedures:

A. Children role play drivers in four "autos" who meet at an intersection. Each driver has a reason for being in a hurry. There are no traffic signs or lights and no policeman on duty. Drivers proceed.

B. Students replay the situation using stop signs.

C. After role playing, children divide into groups of 3-5. Teacher distributes the driver's handbooks and worksheet and goes over directions. (Suggest time limit of about 15 minutes.)

Evaluation: Students rejoin teacher in one large group and report and discuss written conclusions.

Assignment: A local policeman visits the next day. Students think of one or two questions about our laws and penalties they would like to ask and submit them in writing before the next class. Voluntary.

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[1] Teachers' Manual Princ. and Prac. of Teaching in the Social Sciences: Concepts and Values. Second Edition 1975. Harcourt, Brace, Jovanovich. page 244.

[2] Ibid. page 282.

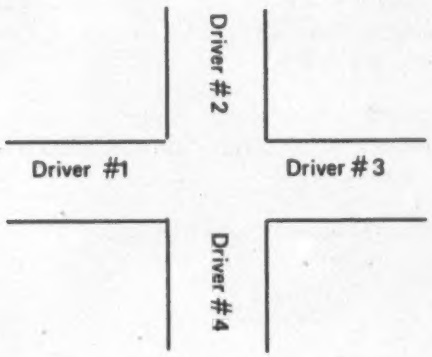
WORKSHEET – TRAFFIC LAWS

Choose a traffic law from the handbook. Answer the following questions as a group. You may choose one student to write the answers as the group decides.

1. If there were no law for this traffic situation, name at least two ways drivers might act.
2. When this law is broken by a driver, how are people affected?
3. What, then, is the need behind the making of this law?
4. What is the penalty for breaking this law? If you do not know the penalty, how could you find out?
5. Could there be a time when the people would not need this law any longer?

DRIVER SITUATION PLAN

Automobiles are constructed out of cardboard similar to a sandwich board. Children could make these during free time. Intersection of highways laid out on classroom floor by using masking tape.



Driver #1 – Woman late for appointment with dentist.
Driver #2 – Man must catch airplane for business trip.
Driver #3 – Woman going to store for milk and groceries before it closes.
Driver #4 – Man taking children to see Oriole game which starts in 15 minutes.
Two stop signs – made previously by the same pupils.

Topic: SOCIAL CONTROLS, PART II

Rationale: To help students understand that peaceful interaction among people depends on social controls and that laws help settle conflicts between groups and within groups. *Soc. Sciences, Concepts and Values,* Second Edition. 1975 Harcourt, Brace, Jovanovich. page 244.

Time: 1 - 2 class periods

Materials: Questions received from pupils about laws and penalties as per assignment in Social Controls I. Cardboard autos and tape for floor. Items the policeman brings.

Resource People: Local policeman and/or state trooper. (See Use of Resource People.)

Content: Students role play traffic situations with a guest policeman participating. Students discuss the role of a policeman, illustrate his work, and participate in courtesy activities.

Objectives: At the end of this lesson, students will be able to:

1. Demonstrate their knowledge of traffic laws and penalties by participating in oral discussions with the policeman.

2. Illustrate a job of the policeman other than traffic-related ones by drawing and coloring a picture or poster.

Procedures:

A. Students repeat role playing of drivers. Different children participate and give the driver's excuse to the guest policeman who responds to the driver.

B. A question and answer period follows, using pupils' written questions (screened by teacher for relevance as time will be limited). After the policeman leaves, pupils draw a picture illustrating a job the policeman does in addition to his traffic duties. (Pictures can be mailed or taken to the police station if desired.)

Evaluation: Teacher conducts an opinion poll of about five or six questions to find out how children enjoyed or valued the visit. (not to be graded or signed.)

Assignment: Students find pictures of policemen helping people and then post them on bulletin board in room. As a follow-up English assignment, the children write thank-you letters to the policeman.

Procedures:

A. The teacher discusses with the students that they will be assigned to conduct independent group research on one of the ten or more Indian tribes. Students divide into five equal groups. Each group is assigned to research and answer the duplicated questions that follow about the tribe of the group's choice. Media center time or a reference table with books relating to American Indians is provided. Other pertinent film strips and-or related audio-visual materials can be part of the activities.

1. Where did they live?
2. What type of food did they eat?
3. What type of houses did they live in?
4. What does an Indian girl do?
5. What does a chief do?
6. What does a warrior do?
7. What does an Indian boy do?
8. What does an Indian woman do?

(These questions may be duplicated).

Students select the tribe they wish to study and proceed to the media center for a period that should not exceed twenty minutes. (The rationale for this is clarified in activity C.) The students are only expected to answer as many questions as the time allows.

B. The students discuss the eight questions that relates to the various Indian tribes. The teacher emphasizes as many of the vocabulary as possible through this discussion.

C. The entire class makes a list of the various roles common to the different Indian tribes. It makes another list as the class discusses the roles of the various members of the research groups. (The teacher develops some basis questions to lead the children into developing a list showing the roles.) At this point the students discuss and compare the various roles that are common to both the Indian tribes and research groups. (Both groups have goals, and working together with defined roles and possibly a defined leader can benefit the group's work.)

D. As a result of the work over the past three or four periods one research group role-plays the way it might have organized its' work, keeping individual roles and a common goal in mind.

E. Follow-up:
In order to evaluate the student's understanding of the concepts introduced here the teacher suggests that they reorganize their research group and complete the research of the Indian tribes.
Another follow-up discussion that may develop is relating the group roles and leadership of the American Indians and research groups to the organization of society and the need for leaders and defined roles.

STUDENT DEVELOPED

(High School Juniors and Seniors)

INTERMEDIATE LEVEL

LESSON PLANS

for their

PEER TEACHING EXPERIENCE

Topic: LAW AND VALUES

Topical Question: Under what conditions, if any, is it acceptable to break a rule? Do your values play a part in people deciding your innocence or guilt?

Time: 1 class period

Materials: Filmstrip, "Twice the Price"*

Rationale: To permit students an opportunity to weigh personal values against a written law.

Content: The students look at the filmstrip "Twice the Price." This filmstrip illustrates how two boys thought that the milk price in school was raised too high. As a result, they passed out flyers protesting the price hike, knowing it was against school rules. Using the stop action technique, a discussion follows, emphasizing certain points of law and values. Next, a mock trial is conducted. Discussion groups focus on how values relate to laws.

Objective: At the end of this lesson, students should be able to:

1. Describe court room procedures.
2. Discuss the conditions, if any, when it is acceptable to break a rule.

Procedure:

A. The teacher shows the filmstrip, stopping at the points indicated below, and asks:

Frame 6
1. What else could the boys have done?

Frame 12
2. Explain what boycott means.

Frame 17
3. What would happen if everybody was allowed to break any rule they thought was unfair?

Frame 19
4. Why do you think there was a rule against printing and passing fliers without the principal's permission?
5. Do you think this is against the freedom of expression rule in the Bill of Rights?
6. Do you think the boys had a right to break the rule?

Frame 28
7. What purpose do lawyers serve?

B. After the filmstrip, the teacher explains the procedures for the trial.

1. He divides the class into groups of five.
2. In their groups, the students choose roles:
   a. Judge
   b. Principal — Prosecuting
   c. Dan — Prosecuting
   d. Tommy — Defense
   e. Paul — Defense
3. Each group holds court. The judge informs Tommy and Dan of the charges. Dan and the principal tell their story. Then Tommy and Paul present their case. The judge decides whether Tommy and Paul are guilty but he will not disclose it in court.
4. The teacher brings everybody back together.
   a. The judges give their verdicts and reasons to the group.
   b. The group discusses values.

1. Is it permissable to break a rule under certain circumstances?

2. Was it permissible in the situation of Tommy and Paul?

*Foundations of Justice kit: Law in American Society Foundation: Foundation of Justice Series; Charles Merrill Publishing Co., Columbus, Ohio.

Topic: LEADERSHIP

Topical Question: What elements are needed to constitute the fair and logical system of government that exists in the U.S.A.

Time: 2 - 3 class periods

Materials:
Filmstrip and cassette tape both entitled "Tree House"
A filmstrip projector
A cassette player
Ditto copies of "Find the Words"
Ditto copies of the Questionaire
Teacher's and student's copy of *Foundations of Justice**
Several pieces of paper with principal, teacher, or student written on the paper.
Several pieces of paper to construct paper airplanes.

Content: The students perform a simple task and learn that cooperation is important. They begin watching the filmstrip "Tree House." Interaction in the filmstrip includes discussion of key words and questions. After the filmstrip the teacher leads the class into a discussion concerning the qualities of leaders, using the value questions in the student's copy of *Foundations of Justice.* After this discussion, the teacher divides the class into groups of six. In each group there is one principal, three teachers, and two students. Each group designs rules and punishments concerning the students of their school. Students reconvene and discuss their rules using the questionaire as a guideline. The teacher discusses the different types of leadership as in a democracy, dictatorship and aristocracy. As a final activity "Find the Words" ditto is distributed to the class.

Objectives: At the end of this lesson, students should be able to:
1. Identify qualities of different types of leaders.
2. Identify why leaders, rules, and punishment must exist in our society.
3. Identify how and why leaders and rules emerge from different people.

Procedures:

A. The teacher divides the class into several groups and gives several pieces of paper to each group. He tells them to construct as many paper airplanes as they can, exactly like a paper airplane that you have already constructed. He gives them a model. After three minutes, the teacher inspects the airplanes and tells the groups that the airplanes aren't exactly right. He explains to the groups that if they work together, they would do much better.

   Then he gives them another three minutes to use the theory of cooperation in making the airplanes.

B. After the introduction, the teacher begins showing the filmstrip, "Tree House," along with the cassette tape. During the filmstrip he uses the teacher's copy of "Foundations of Justice" for questions and key words. (page 2). Key words for discussion are: *organize, leader, rights, cooperation, rules, punishment,* and *fairness.*

C. After the filmstrip is over, the class discusses the qualities of leaders, using the value questions on page 6 in the student's copy of *Foundations of Justice.* The teacher lists the eight qualities on the blackboard and lets the children rate them from most to least important.

*Foundations of Justice kit: Law in American Society Foundation: Foundation of Justice Series; Charles Merrill Publishing Co., Columbus, Ohio.

D. The class divides into groups of six. Each group draws papers from a "hat" which will contain three papers entitled *teacher,* two entitled *student,* and one entitled *principal.* Each group designs rules and punishment concerning the students of their school. (Teacher does not tell the students how to go about making these rules and punishment.) While the students are still in their groups, the teacher passes out one questionaire to each group. After a short period of time, the students reconvene and discuss their rules, using the questionnaire as a guideline for questions to be raised.

E. After the discussion, the teacher tells the student about the different types of leadership.
Eg. *Democracy,* which the government of the United States practices the principle of equality of rights, opportunity, and treatment; is one leadership to be discussed.
Dictatorship was the government in Germany from 1933-1945. A dictator has absolute power or authority over his country.
Aristocracy is a government conducted by a minority in the public interest.
(He applies these three types of government to the leadership each group had in the previous exercise.)

F. As a final activity, the teacher distributes to the class "Find the Words" ditto. The words in the ditto are key words that the students should learn and know. If time does not permit, the students take the dittos home.

Topic: FUNCTIONS OF RULES AND LAW

Topical Questions: What are the functions of rules and laws? What criteria should be established for imposing punishment? Should there be uniformity of punishment?

Time: 2 class periods

Materials:
Filmstrip projector
Cassette player
Filmstrip entitled *What Do You Do About Rules?** (Part 1 and Part 2)
Name cards for jury members

Rationale: To give students an opportunity to examine the purpose of rules and laws in society.

Content: Students view a filmstrip and see an instance in which laws are violated. They make a judgement based on the rules of the judicial system. The pertinent question of uniformity of punishment arises. The students discuss their own views concerning punishment. Acting as jury participants, 12 students become involved in the judicial process. Through active participation, the students gain some insight into the justice of our judicial system.

Objectives: At the end of this lesson, the students should be able to:

1. Recognize the need for rules and laws in society.
2. Reason more adequately about problems that arise in their environment.
3. Rationalize their opinions on issues in a group discussion.

Procedures:

A. The teacher lists on the board the objectives he hopes to accomplish during the lesson.

The students should be abie to:
1. Recognize the need for rules and laws in society.
2. Participate in a group discussion.
3. Begin to understand the judicial process.

B. The teacher shows part I of the filmstrip, *What Do You Do About Rules.* Following the filmstrip an opinion poll is conducted to give the students an opportunity to express their views on the question posed at the end of Part I. The results of the poll are tallied and listed on the board.

C. The teacher shows Part 2 of the filmstrip, *What Do You Do About Rules.* Following the filmstrip, the students give their definition of a *fact* and an *issue.* These words can be defined in the following manner:

Facts	*Issues*
Who?	Legal right or
What?	Obligation
When?	Whether or not
Where?	What is being
How?	risked?

D. The class divides in half. Group I makes a list of the facts in the case. Group II makes a list of the issues.

*What Do You Do about Rules? First Things: Values series. Guidance Associates (Guidance Associates, 1972).

Procedures (cont.)

E. To decide the rationale of the case, the teacher randomly selects twelve students from the class. These students are told the rights and responsibilities that go along with their job as jury members. The jury is separated from the remainder of the class and ample time is allotted for a verdict to be reached.

F. The remainder of the class takes an opinion poll to decide whether or not Cheetah should be punished. Using the results of the poll, the class is divided into those opposed to punishment and those in favor of punishment. (Having set the students up in this fashion, the technique of point-counterpoint can then be implemented.)

G. The jury returns to the room after a decision has been reached. The teacher reunites the class and lists the possible decisions that can be rendered in the case.

H. The class briefly discusses the justice of our judicial system and the necessity for uniformity of laws and punishment. Members of the jury give their own feelings about being jury members.

Topic: RULE MAKING

Topical Questions:
a. Why do we need rules?
b. What rules do we need?
c. How do we decide when they are broken?
d. What do we do if they are?

Time: 1 - 2 class periods

Materials: Film – "Who Needs Rules?"*

Rationale: To strengthen students' understanding of the rule making process.

Content: Students discuss the need for rules. They formulate rules for prohibition and regulation of fights. Given a case where the rules are broken, they role-play a mock trial, using high school students as attorneys.

Objectives: At the end of this lesson, students should be able to:

1. State five reasons for rules/laws in society.
2. Formulate three rules/laws for the school environment.

Procedures: Mock Trial

A. The teacher leads a discussion of the necessity of rules. Eg. playground fighting. Students offer suggestions for rules and punishment, and each is discussed in terms of fairness. A vote on each chooses the final ideas.

B. The teacher gives students a sample case. With teacher assistance, they choose a judge, plaintiff and defendant, assistant attorneys, two witnesses, a bailiff, and twelve jurors. All participants except those that were on the scene are removed. The teacher explains the trial procedure to them, and shows the film. Plaintiff's attorney and defense attorney go over the case with assistants. The group reconvenes into a trial setting.

C. The class starts the trial
   1. Opening of court. "Hear ye, hear ye. The Circuit Court of _____ Elementary School is now in session, the Honorable _____ presiding. All rise.
   2. Reading of complaint. This will be made on the spot according to rules of class, but will follow form, "The plaintiff _____, charges the defendant, _____, with _____ in violation of rules _____ _____ _____ of the fifth grade class of (teacher's name) of _____ Elementary School.
   3. Defendant's plea – Not Guilty.
   4. Opening statements in accordance with rules.
      a. Plaintiff - stresses unneeded violence
      b. Defense – stresses interruption of game
   5. Plaintiff's case with cross-examination.
   6. Defense's case with cross-examination.
   7. Closing arguments
      a. Plaintiff
      b. Defense
      c. Plaintiff
   8. Instructions to Jury
   9. Deliberation of Jury. (This time is used to discuss the trial with the rest of the class.)
   10. Verdict

Discussion includes the merits of each case, jury's verdict, its fairness, and possible sentences.

*Who Needs Rules? Encyclopedia Britannica Educational Corp. Gregory Heimer, 1972.

Concept: FAIRNESS

Topical Question: Why is it important to be fair? How do we arrive at a fair decision?

Time: 1 - 2 class periods

Materials: Filmstrip, *What Is Fair?**

Rationale: To acquaint students with the complexity of determining what is fair.

Content: Students arrive at a decision about the filmstrip and discuss how and why they were brought to this decision. They form groups to come up with laws for the make-believe land shown in the filmstrip. Each student role-plays an animal that is subject to these laws.

Objectives: At the end of this lesson, students should be able to:

1. Come up with a fair decision.
2. Formulate laws which apply and are fair for everyone.
3. Distinguish facts from issues in simple cases.

Procedures:

A. The teacher shows the filmstrip, *"What's Fair?"* stopping it often to emphasize the facts and issues.

B. The teacher places the facts and issues on the board. Students discuss the case.

C. Students vote on a piece of paper, deciding on the case.

D. During a group discussion, the student defends his character in the case.

E. Every student receives a card with an animal character on it and a chance for him (her) to make a law for the kingdom.

F. The students split into groups which decide which laws are too restrained.

G. The students come back to a total group and present all the rules to the entire class.

*What Is Fair? Guidance Associates, First Things: Value series.

Topic: FREEDOM OF SPEECH OR EXPRESSION

Topical Question: Does this Constitutional right also exist inside the school? Are students given this and other Constitutional rights?

Time: 1 - 3 class periods

Materials: Multiple copies of the Tinker v. Des Moines School District case (1969), included.
Several large sheets of newsprint or poster board, Colorful magazines, construction paper, scissors, paste, magic markers or crayons, hangers, string, chalk, and chalkboard.

Rationale: To allow students to see how court cases are handled by lawyers, and to help them learn what facts and issues are and how to identify them.

Content: Students are presented with the court case of Tinker v. Des Moines School District. They are taught the basic powers of the Supreme Court. Facts and issues are identified by the students. The students then depict the facts, issues, and their own decision or ruling through the use of collages and mobiles. (They may also use role-playing.) The activities are presented and discussed. The students are then told the Supreme Courts ruling and why it was made.

Objectives: At the end of this lesson, students should be able to:

a. Identify facts and issues in a case.
b. Make a decision using the facts and issues and explain why he or she made it.
c. Define what freedom of speech or expression means.
d. Explain the Supreme Court's function.

Procedures:

A. The class discusses what facts and issues are.

B. Then, it discusses decision making and rationale. Emphasis is put on making one's own decisions but having good reasons for them, using facts and issues. Main ideas will be written on the board.

C. The class is given a ditto on the U.S. Supreme Court Case of Tinker v. Des Moines School District. The function of the Supreme Court and its importance is discussed. The case will be read aloud by the students. The facts and issues are determined by the students and written on the blackboard. (A few extra facts and/or issues may be added by the teacher.)

D. The class is split into 3 to 6 groups. One or two groups depicts the facts, the issues, and the decision, along with rationale by creating either a collage or a mobile. (The decision/rationale group(s) may make two different projects if there is disagreement as to what the decision should be.)

E. Each group explains its collage or mobile. When the decision/rationale group(s) explain what they have done, the entire class discusses what decision should be made and why.

F. If the students seem very interested, the teacher divides the class into a group for those siding with Tinker, a group for the Des Moines School District, and a group for those who are undecided. The two conflicting sides give points and counterpoints which will be listed on the blackboard to convince students to each other's points of view. (The students can change sides at any time.) After they run out of points and counterpoints, the teacher takes a final vote.

Procedures (cont.)

G. Then, the teacher tells them the Supreme Court's decision and why:

> "The U.S. Supreme Court ruled in favor of the students. Their conduct had been orderly and had not violated the rights of others. Students do not shed their consitutional rights to freedom of speech or expression at the schoolhouse gate. The court said there was no disturbance or any reason to believe there would be a disturbance. The wearing of black armbands, therefore, was a lawful form of expression."

(Simplify)

TINKER v. DES MOINES SCHOOL DISTRICT

John F. Tinker, 15 years old, and Christopher Eckhardt 16 years old, were high school students in Des Moines, Iowa. Mary Beth Tinker, John's sister, was a 13 year old student in junior high school.

In December 1965, a group of adults and students in Des Moines held a meeting at the Eckhardt home. The group determined to publicize their objections to the hostilities in Vietnam and their support for a truce by wearing black armbands during the holiday season and by fasting on December 16 and New Year's Eve. John, Mary, Christopher, and their parents had previously engaged in similar activities, and they decided to participate in the program.

The principals of the Des Moines schools became aware of the plan to wear armbands. On December 14, 1965, they met and adopted a policy that any student wearing an armband to school would be asked to remove it and if he refused would be suspended until he returned without the armband. The students were aware of the regulation that the school authorities adopted.

On December 16, Mary Beth and Christopher wore black armbands to their schools. John Tinker wore his armband the next day. They were all sent home and suspended from school until they would come back without their armbands. They did not return to school until after the planned period of wearing armbands had expired – that is, until after New Year's Day.

Concept: JUSTICE

Time: 2 class periods

Materials: Movie projector, *Why We Have Laws;* Shriver, Gobble, and Snore?" * erasers, paper bag puppet materials.

Rationale: To show children the necessity of just rules.

Content: Through this film the students will realize that people need rules to live together peacefully. They will discover that laws are fair if they are equally applied to everyone. Also, pupils will understand that if people make their own laws, they will usually make fair ones.

Objectives: At the end of this lesson, students should be able to:

1. Discuss why rules are necessary.
2. See that rules do not necessarily please everyone but are made for the good of everyone.
3. To make up a set of their own rules to live by. (Their movie characters)
4. Look at a proposed rule from all sides before deciding if it is fair or not.

Procedures:

1. In this lesson the students will view the first half of the film, "Shiver, Gobble and Snore." The film will be stopped in certain spots to discuss the problems of too many rules and not enough rules.
2. Then the students will be divided into three groups (one Shiver, one Gobble, and one Snore) In the groups the students will decide rules to benefit their character from the film.
3. The students will come back to one group and cooperatively develop a unified set of rules which will be fair to all of the characters.
4. Optional
   a. While students are working in the small groups, have them create paper bag puppets to fit their characters.
   b. As a culmination of the lesson, have pupils act out some of the rules in a mock play with their puppets.

*Why We Have Laws: Shiver, Gobble and Snore. Basic Concepts series: Learning Corp. of America (Stephen Bosustow Productions, 1970).

LAW-RELATED EDUCATION PROGRAM
for the SCHOOLS OF MARYLAND

Carroll County Public Schools
55 North Court Street
Westminster, Maryland
(301) 848-8280

MATERIALS EVALUATION INQUIRY

This evaluation covers the Elementary Volume _____
Secondary Volume _____

County in which lessons were employed _____
Grade Level _____

Course in which lessons were used _____

Directions: Please complete the following rating scale for each of the questions listed below:

	EXCELLENT	*GOOD*	*FAIR*	*POOR*
1. Were the objectives clear and concise?	1	2	3	4
2. Did the activities included in the lessons satisfy the stated objectives?	1	2	3	4
3. Were there a sufficient number of activities for the accomplishment of each objective?	1	2	3	4
4. Were the activities of a practical nature?	1	2	3	4
5. Were the resources necessary to carry out the various activities readily available?	1	2	3	4
6. Were the directions for implementation clear and concise?	1	2	3	4
7. What was the reaction of your students to the lessons?	1	2	3	4
8. Did your students have any trouble understanding the directions in the lessons?	1	2	3	4
9. Did the lessons hold the interest of your students?	1	2	3	4

Please respond to the following questions in a full and complete manner:

1. What were the major strengths of the lessons?

2. What were the major weaknesses of the lessons?

3. Which lessons proved to be troublesome and in need of revision? Please be specific about the lesson title and page number and the specific problems which were encountered.

4. Would you recommend the inclusion of certain lessons which seem to be logical, yet omitted? Be as specific as possible.

5. Do you have any suggestions of a general nature?